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Psychology {Code-PGQP46}

Unit -1

Chapter Wise Theory

- **Thoroughly Revised and Updated**
- **Detailed Analysis of all MCQ**
- **As Per Current Exam Pattern**

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What is Psychological thought in some major Eastern Systems: Bhagavad Gita, Buddhism, Sufism and Integral Yoga ?

The Psychological thought in some major Eastern Systems: Bhagavad Gita, Buddhism, Sufism and Integral Yoga

The Bhagavad Gita is the best philosophical confluence of karma, bhakti and gyan yoga as Krishna‟s solution to Arjuna‟s problem is comprehensive, involving the behavioral (karma yoga), the emotional (bhakti yoga) and the intellectual (gyan yoga).The religious and philosophical importance of the Gita is well known. It is not only a well organized form of Indian life but also is considered a humanistic religion of the world.

Its universal importance is established by its translation in all recognized languages of the world. Some scholars consider it as greatest ideal of dharmashastra, some of ethics and of philosophy. A depth study of the Gita affirms that it embodies all the above mentioned aspects. Therefore, all these opinions of the scholars are complementary to each other. The philosophical approach does establish its importance but it has another approach that is psychological.

Psychological depiction is not confined to any race, time or space. It is perennial source of inspiration for all humans in all times. Gita darshan has been stabilized on the ground of psychology. Therefore, it is a unique achievement in the field of psychology.

After entering the war field, Arjuna‟s hesitation for performing his duties in place of showing enthusiasm for war, is obviously a depiction of psychological situation. All individuals are caught into social and religious bondages. These bondages become part of life as these are inborn and cannot be easily broken. It is easily understood one‟s feeling of violence towards his elders, teachers and brothers as a momentary excitement but it cannot be given a definite form of violence.

The driving force in a human being is not his body and senses but his soul. Similarly, Arjuna could not attain that self confidence with which he can experience emptiness of his aspirations and desires. The Bhagavad Gita‟s depiction of how one can control one‟s impulses emotions, desires and other bodily activities is a pure psychology. Now, we need to focus on the situation how does Arjuna, the great warrior embrace cowardice?

Why and how does he adopt renunciation (tyagavriti) of Brahamana- dharma after deserting kshatriya swabhava? The psychological answer to this question is given in 27th chapter of Udhyoga Parva of Mahabharata.

It is a psychological fact the nothing happens without a reason and its background. Sanjay had already prepared the background of Arjuna‟s cowardice. Before commencement of war, Sanjay, as a messenger of Dhritrastra requests Yudhisthra not to wage war. Arjuna who is present there during the conversation attentively listens to him. Sanjay Says:

He says that human life is momentary, full of sorrow and fickleness. Therefore, Yudhisthra should not wage the war; it is not according to his fame. Here, Sanjay tries to dishearten „Dharmprana‟ Arjuna making him consider war as sin.

It implies that the desires hindering right conduct (dharmacharna) draw an individual towards themselves. Therefore, an intelligent person first destroys these desires and thereafter attains fame and admiration. Here

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Sanjay clearly points out that desire for kingdom is an obstacle to right conduct (dharmacharana). If this desire is deserted, there will be no war. Moreover, Sanjay‟s next sentence makes Arjuna feel weak and confused.

It means the one who considers right conduct (dharma) as prime ideal among all three ideals- dharma, artha, and kama and leads his life accordingly, he gets fame and shines like sun. But the one who is devoid of dharma and whose intellect is associated with sin, he, despite owning the whole earth, suffers continuously. The next sentence of Sanjay again weakens Arjuna‟s heart as:

In this way, the war appeared before Arjuna as a form of a sin. His thought like „a desire for kingdom‟, „sacrifice for others‟ and „Kaurava must kill me‟ etc. are symbols of inferiority caused by Sanjay‟s statements. Generally, attachment is considered as the greatest enemy of human being but the psychological perspective states that the greatest enemy is that power which induces the feeling of inferiority in the human being. Here we find Sanjay in a role which weakens Pandavas side and strengthens Kaurava side with his politics. If we look at Arjuna‟s character, he was not a coward, due to his inferiority complex, he started to feel disheartened.

There is a need of a teacher who is superior, restrained and knows yoga to uplift Arjuna and the need was fulfilled by Sri Krishna. He came to know the inferiority of Arjuna after listening to his statements in no time. He tries to convince him as follows:

It is necessary to remind person‟s bravery, duties etc. in order to erase thoughts of inferiority and steers him to work patiently.

He tells Arjuna that his enemies are afraid of him, they tremble with fear, they get disheartened after seeing his bravery, they are almost dead and he is just an instrumental cause. Krishna, also, clarifies the form of soul as eternal entity- to kill or to be killed.

The attachment to body is not right because it is not eternal. The eternal soul never dies. Therefore he would not acquire sin of killing Kauravas and their people. But, if he deserts his Swadharma and will not involve in war then he will acquire sin. In chapter second, his preaching about ‘Isthitpragyata’ prepared the background to stabilize Arjuna’s state of mind. At this Arjuna says:

It is very difficult to subdue mind which is restless, turbulent, and obstinate even more difficult than controlling the wind. But at the same time, Sri Krishna elevates. Arjuna‟s spirit after motivating him. He says:

Buddhiyoga

Buddhi yoga (purpose of the Gita) is another worthy concept to look into.

Buddhi (intellect) is an ability to learn. A person has three abilities namely adjustment, learning and abstract thinking which are complementary to each other.

In the Gita Sri Krishna identifies himself with his intellect and he has defined an ideal person as 'Isthirbhuddhi'. If it is necessary to have trained and enlightened reason for spirituality, the loss of reason and logic causes downfall and the loss of reason lead to destruction of the person. Sri Krishna imparts Buddhiyoga to Arjuna enlightening him with the light of his knowledge.

Arjuna gets illumined and accepts humbly that his illusion has now gone and he has regained memory.

He is now firm and free from doubt and is prepared to act according to His instructions. It means the faculty that is helpful in determination is called intellect. A person first should determine that the supreme soul is the complete entity everywhere. Such an intelligent person treats alike all creatures of world. The same idea is expressed in the following verse It means a truly wise person is one whose intellect treats equally a brahmana, an outcaste, a cow, an elephant, a dog and he considers others as his equal.

The concept of „Isthitpragya’ is reflected upon in a unique manner that is not found in the discussion of „intelligence‟ of modern psychologists.

GITA AND HUMAN PSYCHOLOGY

Etymologically, the word ‘psychology’, with its origin attributed to the Greek psyche, means ‘study of the soul’. In the modern parlance, it means the science of mind and behaviour. Now, this inter-related triad of soul,

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mind and behaviour also constitutes the central concern of the BhagavadGita, which ultimately charts the course of harmonising the self (soul) with the absolute (Brahman), involving inter-alia an in-depth analysis of human mind and behavioural types.

The Freudian structural model of the psyche comprises three parts: the id, the ego and the super-ego. The id represents in-born tendencies, the instinctive drives and impulses 'inherited at birth' and 'laid down in the constitution' of a personality; it acts on the 'pleasure principle', seeking satisfaction of instinctual needs.

The ego acts on the 'reality principle', seeking to channel and meet the id's drives of passion in realistic ways, factoring in the influence of the environment through reason and common sense, constantly conflicted by and constantly seeking to mediate among the id, the super-ego and the external world, with a latent predisposition for the id. Originally Freud termed ego to mean a sense of self, but later modified the meaning as a set of psychic functions, such as judgement, tolerance, reality testing, control, planning, defence mechanism, intellectual functioning and memory. Super-ego is the urge to perfection and represents internalised societal and parental standards of right and wrong behaviour – a type of conscience that punishes misbehaviour with sense of guilt. Freud stressed on the dominance of sexual drive in the subconscious id.

This part of his theory was however contested by his one-time colleague, Carl Jung, whose work on himself and on his patients convinced him that life has a spiritual purpose beyond material goals and that spiritual experience is essential to our well being.

According to Jung, man's principal task is to discover and fulfill his deep innate potential in much the same way the caterpillar fulfills its potential to become a butterfly. Based on his study of Christianity, Hinduism, Buddhism, Taoism and other traditions, Jung suggested that 'individuation' – a journey of transformation to meet the self and also to meet the divine – is at the mystical heart of all religions.

includes Jung's postulation of individuation as an integrated transformational process encompassing the 'collective unconscious', representing a deeper collective or social level of psychic functioning underlying the Freudian 'personal unconscious'; people at an advanced stage of individuation tend to be harmonious, mature, humane and socially responsible, having a good understanding of the human nature and the universe.

In addition to these classical models of Freud and Jung, in contemporary psychology we come across other models, such as the Five Factor Model (FFM), listing the "big five" of openness, conscientiousness, extraversion, agreeableness and neuroticism to describe human personality.

Another notable post-Freudian model is Eric Berne's Transactional Analysis, also called the Parent-Adult-Child model, integrating the psycho-analytic and cognitive approaches.

As expressly stated in all these psychological theories, these are all 'models' to understand and characterise human mind and behaviour. Now, as we would try to explore here, Gita is also concerned with classifying personalities based on models: of the good, passionate and dull modes of mind; of the divine and demoniac endowments; of the devotee and nondevotee; of the steady and non-steady.

In science, the underlying hypothesis in modeling is that a super-imposition of plural models may provide a better understanding of the truth of nature. The same applies to understanding the truth of the human nature and spirit and its causal and driving principles.

In science, Niels Bohr propounded the Complementarity principle to get beyond the conundrum of duality: that some characteristics of an electron are explicable by its particle nature (deterministic model) while some others are explained by its wave nature (probabilistic model). Similarly, Gita makes the case that the human mind can be best understood as a super-imposition of the models of impressions (vāsanās), modes (guṇas), endowments (sampadas), and faiths (śraddhās).

The Holy Geeta entered my life in the autumn of 1993. I was sitting in Chennai's Taj Coromandal one evening not knowing what to do when I happened to see the Holy Geeta by Swami Chinamayanandji. Something attracted me and I got down to reading it. In eight years am on my third read now. It has become my best friend. When I am feeling low, confused or lonely I open the Gita, read a few pages and feel content

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thereafter. The beauty is that the interpretation of various slokhas is different every time I read it. May be it has to do with the stages and situations in my life.

The one by Swamiji is very good for a spiritually evolved person. What I like in the one by Swami Rama is that it easy to understand, very good for a person who is reading the Geeta for the first time.

A bit about Swami Rama

Swamiji founded the Himalayan International Institute of Yoga Science and Philosophy, the Himalayan Institute Hospital Trust in India and many centers across the world. A student of both Himalayan cave monasteries European universities, he founded the Himalayan Institute to create a bridge between the ancient teachings of the East and modern scientific approaches of the West.

Some people associate the Holy Geeta with Sanathan Dharam. To my mind it has universal application, shows us how to handle the problems of life, be happy inspite of ups and downs, perform duty without being attached to the fruits of action etc. The Geeta is eternal, as relevant today as it was thousands of years ago.

For your convenience I have reproduced the book verbatim. The format is as follows. It starts with an introduction followed by excerpts from individual chapters. Each chapter consists of slokhas with commentaries. Besides explaining the slokha, the commentary highlight the comparison between eastern and western psychology. It has my comments in brackets to help you distinguish it from the original text.

"The Bhagawad Gita is the fountainhead of eastern psychology and this commentary is designed to draw out its psychological concepts and make them accessible to all students. These profound insights are intertwined with philosophical concepts, so the task undertaken here is to separate the psychological principles and to explain them their practical application.

Psychological thought in Buddhism

Buddhist psychology is primarily about self-knowledge- finding out more about who you are, understanding your decisions, actions, thoughts, feelings, etc. It is an expression of the Delphic dictum Know Thyself and the injunction that transformative spiritual paths throughout time and geography have demanded as the central ingredient in authentic happiness.

Buddhist psychology is 'radical,' as it aims to challenge your worldview (as all authentic spirituality and psychology does). It is radical in that it addresses the basis or foundation of our psychological functioning, our sense of who we are, and our relationships with others and with the world. As a result, the fruit of applying the psychological insights of the Buddha requires diligence, perseverance and discernment as they will naturally encounter the resistances and obstacles inherent in our conditioned nature.

It is not a coincidence that Buddhism finds itself so welcome in the western world since the last decades of the preceding century.

While the appeal certainly includes those who have converted to Buddhism as a faith and have adopted the practices, liturgies and meditations of whatever form of Buddhism speaks to them, the more unique and far-reaching impact of Buddhism, as a psychology, has taken place in academia and among clinical researchers, who have observed that the Buddhist understanding of consciousness, mind, behavior, motivation, personality and psychopathology bear a close resemblance to perspectives held in western psychology and psychotherapy.

Goal of Buddhist Psychology

Buddhist psychology, simply put, is concerned with the alleviation of human suffering, distress, and dissatisfaction. However, the Buddhist idea of suffering much broader than what is usually the focus of western psychology. The notion of suffering includes the entire range of human dissatisfaction and anguish and not the clinical disorders described by psychiatry.

And it is also important to note that for the most part the Buddha is referring to emotional suffering rather than physical suffering, per se. The emphasis is on the mental aspects of physical pain rather than the pain

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itself. The Buddha's practical project of the understanding and relief of human anguish was also a potent counterforce to metaphysical speculation which the Buddha eschewed.

The pursuit of metaphysical, logical or theoretical issues for their own sake was avoided.

The Buddha does not ask that his claims be taken on blind faith, although some faith is necessary to even begin self-exploration. Examine his words on the basis of your reason, experience, and intuition. All of us have the seed of Enlightenment, of authentichappiness, bliss waiting to 'blossom' if nourished.

Buddhist Psychology as a Science of Consciousness

We pay extreme attention to our physical bodies (vanity, cosmetics, clothes). We can invest incredible amounts of time towards achievements such as careers, sports, art, money and social standing. We pursue social relationships as a key aspect of our happiness. One can make the argument that our sciences and technologies are devoted to increasing comfort, convenience, pleasure, and so on.

Modern scientific views of mind and behavior have tended toward reductionist explanations, explaining mind in terms of physical structures and brain processes. Olendzki has argued that the reductionist approach doesn't explain lived human experience, the qualia of experience. The absence of the brain in the Buddha's account of mind leaves a place for the contribution of western science but also suggests that to understand the mind, in the manner that the Buddha discusses, does not require contributions of neuroscience. The Buddha, through his advocacy of a meditative approach to wisdom, points to a process view of experience consisting of several interdependent processes, functions, and events (i.e. dharmas).

Five Insights of Buddhist Psychology:

(i) Centrality of consciousness/ subjectivity

The radically psychological nature of Buddhist psychology is evidenced by the need to explore the mind through meditation and other forms of contemplation. It is not necessary to explain it, where it comes from, which part of the brain and so on, which is a major focus of many western scientific disciplines. Our subjectivity consists of moments of awareness that appear seamless but with attention placed on it, within the present moment, can reveal how our cognitive processes culminate in the mental phenomena we experience. Investigating this moment, right here, right now, is where wisdom can arise.

(ii) Human experience manifests through 6 sense systems

Along with the 5 senses and their corresponding experiences, mind is considered to be a sense organ, and cognitive events are sense objects. The traditional account of consciousness describes its emergence from interaction of sense organ (e.g., eye) and sense object (e.g., visual object) creating sensory experience (e.g., visual consciousness). Everything we know depends on the activity of these 6 senses. While later developments in Buddhist philosophy posits additional senses, the traditional scriptures focus on these six.

(iii)All experience is constructed

The radically psychological nature of Buddhist psychology can be observed in the emphasis on what appears. What appears is a transformation or translation of the external environment into an internal language of consciousness (e.g., photons >> sight; chemicals >>taste, smell; vibration >>> hearing; pressure >> touch; brain activity >>> cognition).

The transformation of raw sensory activation into sensory experience is so radical that no way to know what pre-constructed reality is. All we can know is our own subjectivity. Any discussion of what 'reality' is will always be limited by what our senses will permit and what our mind can conceive. The study of reality is the study of the human construction of experience. And whatever such reality may be is irrelevant to the real purpose of the Buddha's message, to transform delusion into wisdom. This project requires us to explore our inner world. Of course, each individual has their unique, subjective, constructed reality.

(iv)Experience is constantly changing- an incessant succession of events

Each perception, sensation, cognition, image, memory, feeling is a process that can never be experienced identically again. Every moment is unique. Our brains have evolved to reduce our awareness of such flux to

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increase our ability to survive. For reasons of adaptation sensory reality is filtered thus distorting our experiences. Three major forms of perceptual distortion are described by the Buddha: perceptions of permanence (perceptual-linguistic), satisfaction (cognitive) and self (metacognitive) are examples of this distortion-tendency.

(v) Mind/body (the self) revealed through 5 inter-dependent processes

Five processes or 'aggregates' define the self (i.e., mind/body). These five processes consist of physicality, consciousness, perception, affect, and habit. The Buddhist posits a view of self an interaction among these five processes to produce the coherent sense of identity and 'I'-ness that defines who we are. It is not accurate to claim that there is no self within Buddhist psychology.

This would be absurd. What the Buddha clarifies is that the self we experience has no essence or substance but consists of these 5 constantly arising, abiding and subsiding.

BUDDHISM AND WESTERN PSYCHOLOGY

Assessment of Buddhism in terms of modern western psychology started when British Indologist Rhys Davids translated Abhidhamma Pitaka from Pali and Sanskrit texts in 1900. She published the book entitled it, "Buddhist Manual of Psychological Ethics".

In 1914, she wrote another book "Buddhist psychology: An inquiry into the analysis and theory of mind".

The mid-twentieth century saw the collaborations between many psychoanalysts and Buddhist scholars as a meeting between "two of the most powerful forces" operating in the Western mind. A variety of renowned teachers, clinicians and writers in the west such as Carl Jung, Erich Fromm, Alan Watts, Tara Brach, Jack Kornfield, Joseph Goldstein, and Sharon Salzberg among others have attempted to bridge and integrate psychology and Buddhism, from time to time, in a manner that offers meaning, inspiration and healing to the common man's suffering.

Buddhism and phenomenological psychology

Any assessment of Buddhism in terms of psychology is necessarily a modern western invention. Western and Buddhist scholars have found in Buddhist teachings a detailed introspective phenomenological psychology. Rhys Davids in her book "Buddhist Manual of Psychological Ethics" wrote, "Buddhist philosophy is ethical first and last. Buddhism set itself to analyze and classify mental processes with remarkable insight and sagacity".

Buddhism's psychological orientation is a theme Rhys Davids pursued for decades as evidenced by her other writings.

Abhidhamma Pitaka articulates a philosophy, a psychology, and ethics as well; all integrated into the framework of a program for liberation. The primary concern of the Abhidhamma (or Abhidharma in Sanskrit), is to understand the nature of experience, and thus the reality on which it focuses is conscious reality.

Dialogue with the Dalai Lama" noted; "since the time of Gautama Buddha in the 5 th century BC, an analysis of the mind and itsworkings has been central to the practices of his followers. This analysis was codified during the first millennium, after his death within the system called Abhidhamma (or Abhidharma in Sanskrit), which means ultimate doctrine".

Buddhism and psychoanalytical psychotherapy

Psychoanalyst Carl Jung wrote the foreword to Zen's scholar Daisetz Teitaro Suzuki's introduction to Zen Buddhism, first published together in 1948. In his foreword, Jung highlights the enlightenment experience as the unsurpassed transformation to wholeness for Zen practitioners. "The only movement within our culture which partly has, and partly should have, some understanding of these aspirations for such enlightenment is psychotherapy".

Psychoanalysts like Karen Horney and Fritz Perls studied Zen-Buddhism. Karen Horney was intensely interested in Zen Buddhism during the last years of her life.

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Richard Wilhelm was a translator of Chinese texts into German language of the I Ching, Tao Te Ching and 'the secret of the golden flower', with a forward written by Carl Jung. R D Laing, another noted psychoanalyst, went to Ceylon, where he spent two months studying meditation in a Buddhist retreat.

Later on, he spent time learning Sanskrit and visiting Govinda Lama, who had been a guru to Timothy Leary and Richard Alpert. Suzuki, Fromm and other psychoanalysts collaborated at a 1957 workshop on "Zen Buddhism and Psychoanalysis" in Cuernavaca, Mexico. In his contribution to this workshop, Fromm declared:

"Psychoanalysis is a characteristic expression of the Western man's spiritual crisis, and an attempt to find a solution. The common suffering is the alienation from oneself, from one's fellow men, and from nature; the awareness that life runs out of one's hand like sand, and that one will die without having lived; that one lives in the midst of plenty and yet is joyless".

From continues: "Zen is the art of seeing into the nature of one's being; it is a way from bondage to freedom; it liberates our natural energies; and it impels us to express our faculty for happiness and love.

" "What can be said with more certainty is that the knowledge of Zen, and a concern with it, can have a most fertile and clarifying influence on the theory and technique of psychoanalysis.

Zen, different as it is in its method from psychoanalysis, can sharpen the focus, throw new light on the nature of insight, and heighten the sense of what it is to see, what it is to be creative, what it is to overcome the affective contaminations and false intellectualizations which are the necessary results of experience based on the subject- object split".

Referencing Jung and Suzuki's collaboration as well as the efforts of others, humanistic philosopher and psychoanalyst Erich Fromm noted; "there is an unmistakable and increasing interest in Zen Buddhism among psychoanalysts". Erich Fromm also wrote the forward to a 1986 anthology of Nyanaponika Thera's essays on Buddhist philosophy.

There have been many other important contributors, to the popularization of the integration of Buddhist meditation with psychology, including Kornfield, Joseph Goldstein, Tara Brach, Epstein and Nhat Hanh..

Buddhism and existential psychology

Buddha said that life is suffering. Existential psychology speaks of ontological anxiety (dread, angst). Buddha said that suffering is due to attachment.

Existential psychology also has some similar concepts. We cling to things in the hope that they will provide us with a certain benefit. Buddha said that suffering can be extinguished. The Buddhist concept of nirvana is quite similar to the existentialists' freedom.

Freedom has, in fact, been used in Buddhism in the context of freedom from rebirth or freedom from the effects of karma. For the existentialist, freedom is a fact of our being, one which we often ignore. Finally, Buddha says that there is a way to extinguish suffering. For the existential psychologist, the therapist must take an assertive role in helping the client become aware of the reality of his or her suffering and its roots.

Likewise, the client must take an assertive role in working towards improvement–even though it means facing the fears they've been working so hard to avoid, and especially facing the fear that they will "lose" themselves in the process.

Buddhism and cognitive-behavior therapy principles

Buddhistic mindfulness practices have been explicitly incorporated into a variety of psychological treatments. More specifically psychotherapies dealing with cognitive restructuring share core principles with ancient Buddhistic antidotes to personal suffering.

Fromm distinguishes between two types of meditative techniques that have been used in psychotherapy:

(i) auto-suggestion used to induce relaxation; and

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Unit -2

Chapter Wise Theory

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What is Sensory systems: General and specific sensations, receptors and processes Neurons: Structure, functions, types, neural impulse, synaptic transmission. Neurotransmitters?

Sensory systems: General and specific sensations, receptors and processes Neurons: Structure, functions, types, neural impulse, synaptic transmission. Neurotransmitters

An In more advanced animals, the senses are constantly at work, making the animal aware of stimuli, such as light or sound or the presence of a chemical substance in the external environment, while monitoring information about the organism's internal environment. All bilaterally symmetric animals have a sensory system.

The development of any species 'sensory system has been driven by natural selection; thus, sensory systems differ among species according to the demands of their environments. For example, the shark, unlike most fish predators, is electrosensitive (i.e., sensitive to electrical fields produced by other animals in its environment). While it is helpful to this underwater predator, electrosensitivity is a sense not found in most land animals.

Senses provide information about the body and its environment. Humans have five special senses: olfaction (smell), gustation (taste), equilibrium (balance and body position), vision, and hearing. Additionally, we possess general senses, also called somatosensation, which respond to stimuli like temperature, pain, pressure, and vibration. Vestibular sensation, which is an organism's sense of spatial orientation and balance, proprioception (position of bones, joints, and muscles), and the sense of limb position that is used to track kinesthesia (limb movement) are part of somatosensation. Although the sensory systems associated with these senses are very different, all share a common function: to convert a stimulus (light, sound, or the position of the body) into an electrical signal in the nervous system. This process is called sensory transduction.

There are two broad types of cellular systems that perform sensory transduction. In one, a neuron works with a sensory receptor, a cell, or cell process that is specialized to engage with and detect a specific stimulus. Stimulation of the sensory receptor activates the associated afferent neuron, which carries information about the stimulus to the central nervous system. In the second type of sensory transduction, a sensory nerve ending responds to a stimulus in the internal or external environment; this neuron constitutes the sensory receptor.

Free nerve endings can be stimulated by several different stimuli, thus showing little receptor specificity. For example, pain receptors in your gums and teeth may be stimulated by temperature changes, chemical stimulation, or pressure.

Reception

The first step in sensation is reception: the activation of sensory receptors by stimuli such as mechanical stimuli (being bent or squished, for example), chemicals, or temperature. The receptor can then respond to the stimuli. The region in space in which a given sensory receptor can respond to a stimulus, be it far away or in contact with the body, is that receptor's receptive field.

Think for a moment about the differences in receptive fields for the different senses. For the sense of touch, a stimulus must come into contact with body. For the sense of hearing, a stimulus can be a moderate distance away. For vision, a stimulus can be very far away; for example, the visual system perceives light from stars at enormous distances.

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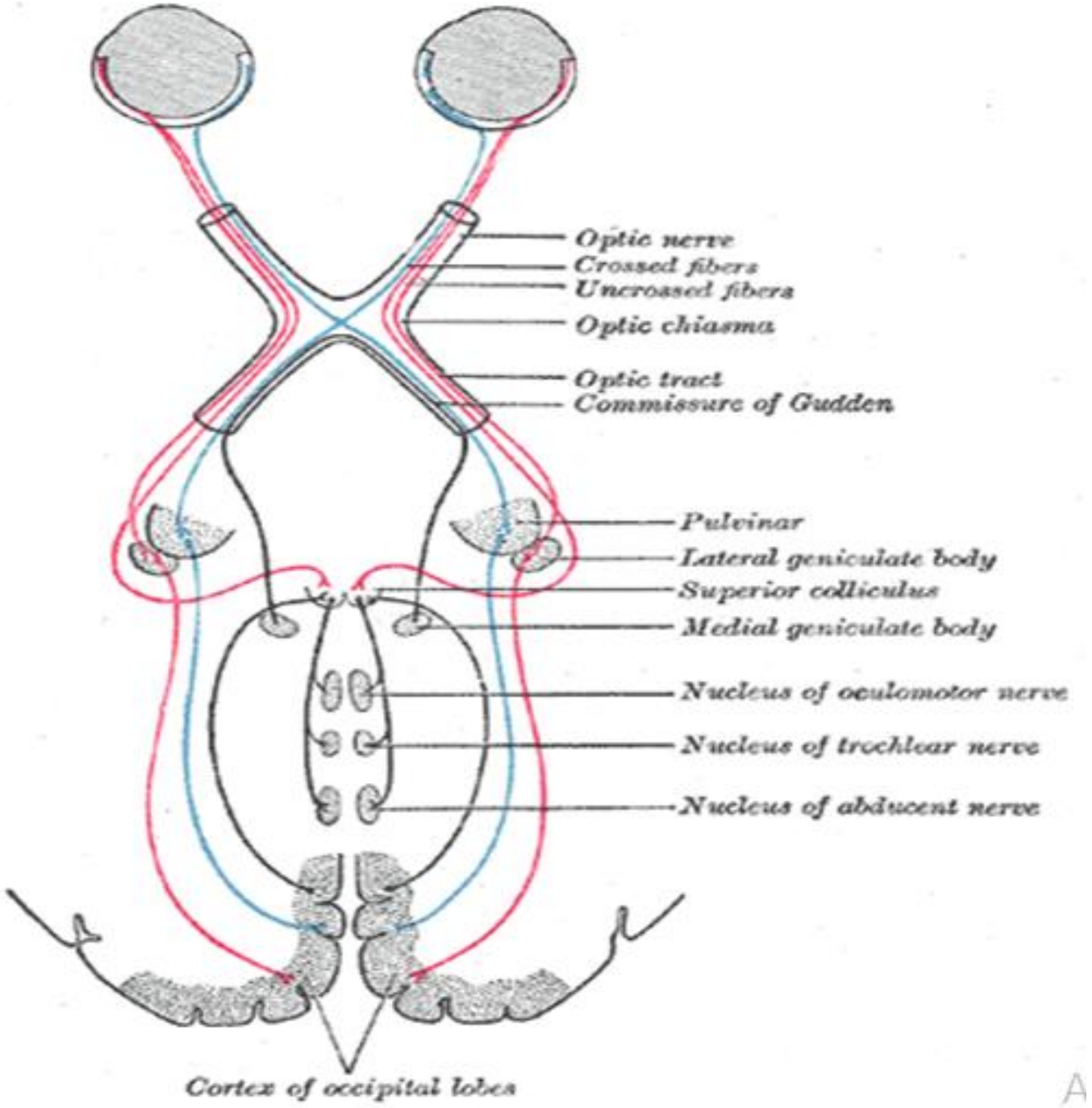

Visual sensory System

This scheme shows the flow of information from the eyes to the central connections of the optic nerves and optic tracts, to the visual cortex. Area V1 is the region of the brain which is engaged in vision.

Key Points

- Sensory signals are converted to electrical signals via depolarization of sensory neuron membranes upon stimulus of the receptor, which causes opening of gated ion channels that cause the membrane potential to reach its threshold.
- The receptor potentials are classified as graded potentials; the magnitude of these potentials is dependent on the strength of the stimulus.
- The sensory system shows receptor specificity; although stimuli can be combined in processing regions of the brain, a specific receptor will only be activated by its specific stimulus.

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- The brain contains specific processing regions (such as the somatosensory, visual, and auditory regions) that are dedicated to processing the information which has previously passed through the thalamus, the 'clearinghouse and relay station' for both sensory and motor signals.
- The four major components of encoding and transmitting sensory information include: the type of stimulus, the stimulus location within the receptive field, the duration, and the intensity of the stimulus.

Key Terms

- **membrane potential**: the difference in electrical potential across the enclosing membrane of a cell
- **action potential**: a short term change in the electrical potential that travels along a cell
- **transduction**: the translation of a sensory signal in the sensory system to an electrical signal in the nervous system

Transduction

The most fundamental function of a sensory system is the translation of a sensory signal to an electrical signal in the nervous system. This takes place at the sensory receptor. The change in electrical potential that is produced is called the receptor potential. How is sensory input, such as pressure on the skin, changed to a receptor potential? As an example, a type of receptor called a mechanoreceptor possesses specialized membranes that respond to pressure.

Disturbance of these dendrites by compressing them or bending them opens gated ion channels in the plasma membrane of the sensory neuron, changing its electrical potential. In the nervous system, a positive change of a neuron's electrical potential (also called the membrane potential), depolarizes the neuron. Receptor potentials are graded potentials: the magnitude of these graded (receptor) potentials varies with the strength of the stimulus.

If the magnitude of depolarization is sufficient (that is, if membrane potential reaches a threshold), the neuron will fire an action potential. In most cases, the correct stimulus impinging on a sensory receptor will drive membrane potential in a positive direction, although for some receptors, such as those in the visual system, this is not always the case.

Sensory receptors for the various senses work differently from each other. They are specialized according to the type of stimulus they sense; thus, they have receptor specificity. For example, touch receptors, light receptors, and sound receptors are each activated by different stimuli. Touch receptors are not sensitive to light or sound; they are sensitive only to touch or pressure. However, stimuli may be combined at higher levels in the brain, as happens with olfaction, contributing to our sense of taste.

Encoding and Transmission of Sensory Information

Four aspects of sensory information are encoded by sensory systems: the type of stimulus, the location of the stimulus in the receptive field, the duration of the stimulus, and the relative intensity of the stimulus. Thus, action potentials transmitted over a sensory receptor's afferent axons encode one type of stimulus. This segregation of the senses is preserved in other sensory circuits. For example, auditory receptors transmit signals over their own dedicated system. The electrical activity in the axons of the auditory receptors will be interpreted by the brain as an auditory stimulus: a sound.

The intensity of a stimulus is often encoded in the rate of action potentials produced by the sensory receptor. Thus, an intense stimulus will produce a more rapid train of action potentials. Reducing the stimulus will likewise slow the rate of production of action potentials. A second way in which intensity is encoded is by the number of receptors activated. An intense stimulus might initiate action potentials in a large number of adjacent receptors, while a less intense stimulus might stimulate fewer receptors. Integration of sensory information begins as soon as the information is received in the central nervous system.

Perception

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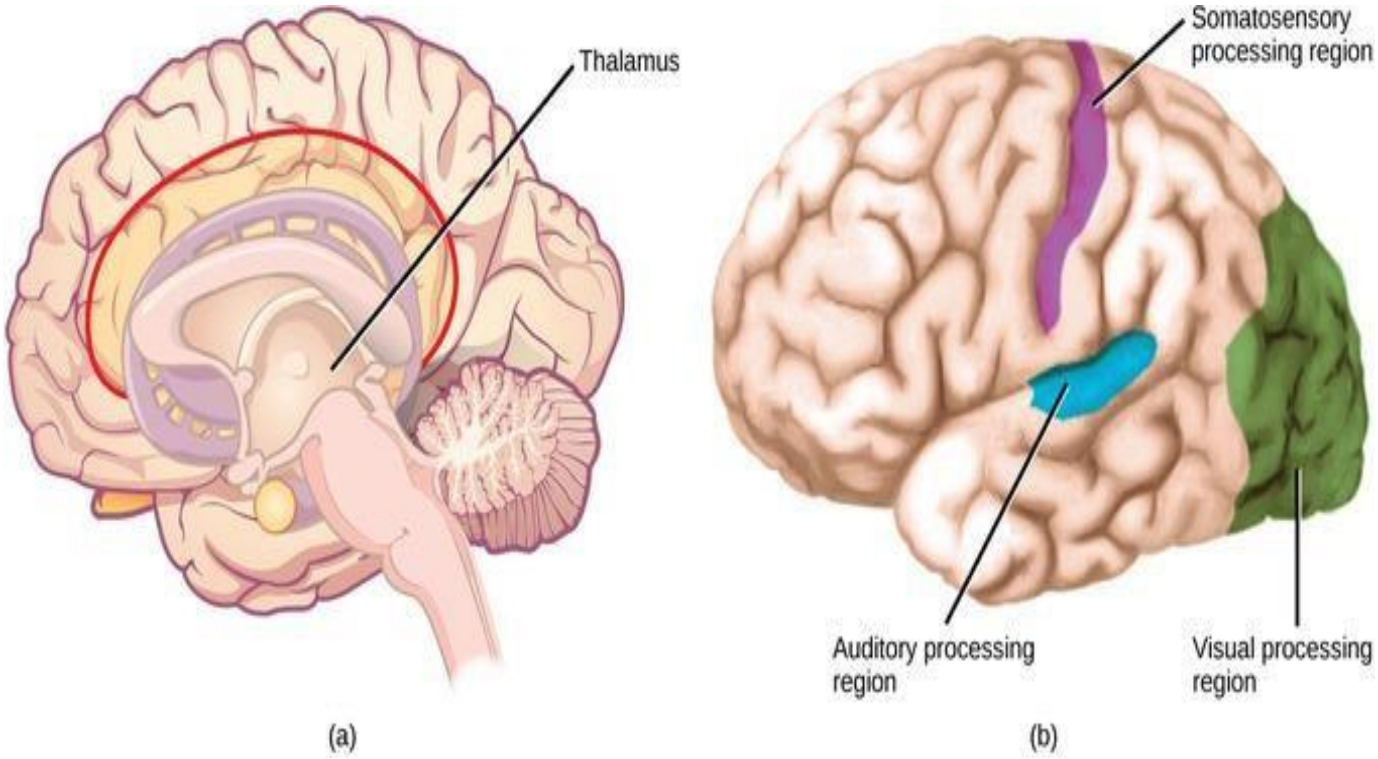
Perception is an individual's interpretation of a sensation. Although perception relies on the activation of sensory receptors, perception happens, not at the level of the sensory receptor, but at the brain level. The brain distinguishes sensory stimuli through a sensory pathway: action potentials from sensory receptors travel along neurons that are dedicated to a particular stimulus.

All sensory signals, except those from the olfactory system, are transmitted though the central nervous system: they are routed to the thalamus and to the appropriate region of the cortex. The thalamus is a structure in the forebrain that serves as a clearinghouse and relay station for sensory (as well as motor) signals. When the sensory signal exits the thalamus, it is conducted to the specific area of the cortex dedicated to processing that particular sense.



Function of senses

1. Detection of sensations allow the human body to be aware of changes (or stimuli) that occur in the environment or inside the body.
2. These senses permit the central nervous system to produce reactions for the stimuli and maintain body homeostasis.
3. Somatic senses ("soma" means body) detect touch, pain pressure, temperature, and tension on the skin and in internal organs.
4. Special senses detect the sensations of taste, smell, hearing, equilibrium, and sight, only in special sense organs in the head region (a phenomenon known as "cephalization").
5. All senses are detected by sensory receptors, and after integration and processing being dong done in the central nervous system, motor nerves produce a response.

Somatic Senses

1. sensory receptors in the skin, muscles, joints, and visceral organs detect external and internal stimuli of the body.
2. Three types of somatic senses:
   a) Exteroceptive senses detect changes that occur at body surface, such as touch, pressure and temperature.
   b) Proprioceptive senses detect changes that occur in muscles, tendons, ligaments and joint tissues.

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c) Viscerоceptive senses detect changes that occur in internal organs.

Special Senses

1. The senses of taste and smell (detected by chemoreceptors), hearing and equilibrium (detected by mecanoreceptors), and vision (detected by photoreceptors) are the five special senses.
2. Require specialized sensory receptors within large, complex sensory organs in the head region

Sense of Smell

a) olfactory receptors located in "olfactory organs " are specialized chemoreceptors in the nasal cavity.
b) olfactory receptors are bipolar neurons surrounded by ciliated columnar cells. These sensory cells, after being stimulated by olfactory sensations, send nerve impulses along the olfactory (cranial nerve I) to the cerebrum.
c) gases in the air entering the nasal cavity are dissolved by nasal mucus (secreted by goblet cells in the columnar epithelium), and the resulting solution stimulates various olfactory receptors.

Sense of Taste

a) about 10,000 taste buds occur in the oral cavity, mostly on the tongue. Each taste bud contains 40-60 taste receptors. These sensory cells, are stimulated by taste sensations.
b) chemical substances from the food or beverage enter the mouth and are dissolved in the saliva (secreted by salivary glands and mucous membrane of oral cavity).
c) dissolved chemical substances stimulate various taste buds in different regions of the tongue, and combinations of taste sensations produce hundreds of different taste senses.

Sense of Vision

a) Accessory structures of the eye are those that are not directly related the sense of vision, but facilitate the physiology of the eyeballs.

- Eyebrows – to shade the eyes from sunlight and to prevent perspiration from reaching the eyes.
- Eyelids- to protect the eyes from foreign objects (e.g. dust particles) ,and to prevent desiccation (drying) of the eyes by lubricating fluid.
- Conjunctiva- a mucous membrane on the inner lining of eyelids, which produces lubricating and cleansing fluid for the surface of eye.
- Lacrimal gland- exocrine gland that secretes a dilute saline solution called tears for moistening the eyes. [Tears contain mucus, antibodies ,and antibacterial enzymes that protect the eye from infections. Emotional tears also contain enzymes that seem to help reduce stress levels].

Sense of Equilibrium

a) detected by mechanoreceptors in the semicircular canals to help maintain body posture and body stability.
b) nerve impulses generated by the receptors in semicircular canals are transmitted by the vestibular nerve to Nerve VIII, and the signals will be processed by the brain.

Sensory Modalities

Ask anyone what the senses are, and they are likely to list the five major senses—taste, smell, touch, hearing, and sight. However, these are not all of the senses. The most obvious omission from this list is balance. Also, what is referred to simply as touch can be further subdivided into pressure, vibration, stretch, and hair-follicle position, on the basis of the type of mechanoreceptors that perceive these touch sensations. Other overlooked senses include temperature perception by thermoreceptors and pain perception by nociceptors. Within the realm of physiology, senses can be classified as either general or specific. A **general sense** is one that is distributed throughout the body and has receptor cells within the structures of other organs. Mechanoreceptors in the skin, muscles, or the walls of blood vessels are examples of this type. General senses often contribute to the sense of touch, as described above, or to **proprioception** (body movement) and **kinesthesia** (body movement), or to a **visceral sense**, which is most important to autonomic functions. A

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special sense is one that has a specific organ devoted to it, namely the eye, inner ear, tongue, or nose. Each of the senses is referred to as a **sensory modality**. Modality refers to the way that information is encoded, which is similar to the idea of transduction.

Sensory Receptors

- **Structural Receptor Types**
- **Functional Receptor Types**

A major role of sensory receptors is to help us learn about the environment around us, or about the state of our internal environment. Stimuli from varying sources, and of different types, are received and changed into the electrochemical signals of the nervous system. This occurs when a stimulus changes the cell membrane potential of a sensory neuron. The stimulus causes the sensory cell to produce an action potential that is relayed into the central nervous system (CNS), where it is integrated with other sensory information—or sometimes higher cognitive functions—to become a conscious perception of that stimulus.

The central integration may then lead to a motor response. Describing sensory function with the term sensation or perception is a deliberate distinction. **Sensation** is the activation of sensory receptor cells at the level of the stimulus. **Perception** is the central processing of sensory stimuli into a meaningful pattern. Perception is dependent on sensation, but not all sensations are perceived. Receptors are the cells or structures that detect sensations.

Sensory Receptors

Stimuli in the environment activate specialized receptor cells in the peripheral nervous system. Different types of stimuli are sensed by different types of receptor cells. Receptor cells can be classified into types on the basis of three different criteria: cell type, position, and function. Receptors can be classified structurally on the basis of cell type and their position in relation to stimuli they sense. They can also be classified functionally on the basis of the **transduction** of stimuli, or how the mechanical stimulus, light, or chemical changed the cell membrane potential.

Structural Receptor Types

The cells that interpret information about the environment can be either

(1) a neuron that has a **free nerve ending**, with dendrites embedded in tissue that would receive a sensation;

(2) a neuron that has an **encapsulated ending** in which the sensory nerve endings are encapsulated in connective tissue that enhances their sensitivity; or

(3) a specialized **receptor cell**, which has distinct structural components that interpret a specific type of stimulus (Figure 8.30). The pain and temperature receptors in the dermis of the skin are examples of neurons that have free nerve endings. Also located in the dermis of the skin are lamellated corpuscles, neurons with encapsulated nerve endings that respond to pressure and touch.

The cells in the retina that respond to light stimuli are an example of a specialized receptor, a **photoreceptor**.

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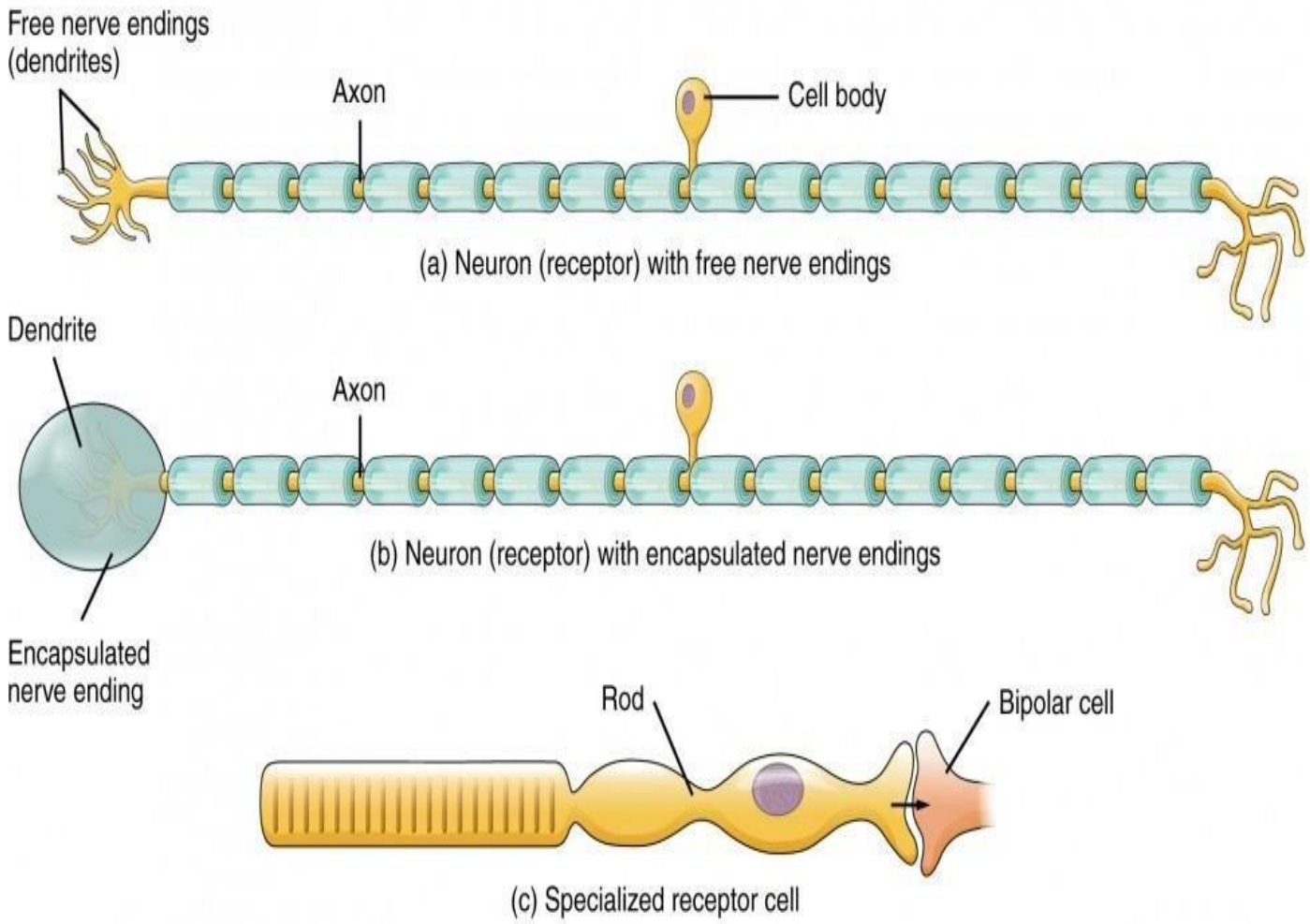

Receptor cell types can be classified on the basis of their structure. Sensory neurons can have either

(a) free nerve endings or

(b) encapsulated endings. Photoreceptors in the eyes, such as rod cells, are examples of

(c) specialized receptor cells. These cells release neurotransmitters onto a bipolar cell, which then synapses with the optic nerve neurons.

Another way that receptors can be classified is based on their location relative to the stimuli. An **exteroceptor** is a receptor that is located near a stimulus in the external environment, such as the receptors that are located in the skin. An **interoceptor** is one that interprets stimuli from internal organs and tissues, such as the receptors that sense the increase in blood pressure in the aorta or carotid sinus. Finally, a **proprioceptor** is a receptor located near a moving part of the body, such as a muscle, that interprets the positions of the tissues as they move.

Functional Receptor Types

A third classification of receptors is by the stimulus that is used to initiation the process of transduction. Chemical stimuli can be interpreted by a **chemoreceptor** that interprets chemical stimuli, such as an object's taste or smell. **Osmoreceptors** respond to solute concentrations of body fluids. Additionally, pain is primarily a chemical sense that interprets the presence of chemicals from tissue damage, or similar intense stimuli, through a **nociceptor**.

Physical stimuli, such as pressure and vibration, as well as the sensation of sound and body position (balance), are interpreted through a **mechanoreceptor**. Light is detected by **photoreceptors** in the eyes. Another physical stimulus that has its own type of receptor is temperature, which is sensed through a **thermoreceptor** that is either sensitive to temperatures above (heat) or below (cold) normal body temperature.

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Psychology {Code-PGQP46}

Unit -3

Chapter Wise Theory

- **Thoroughly Revised and Updated**
- **Detailed Analysis of all MCQ**
- **As Per Current Exam Pattern**

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Chapter -7 Emotion and Motivation

What is Emotions: Physiological correlates Theories of emotions: James-Lange, Canon-Bard, Schachter and Singer, Lazarus, Lindsley. Emotion regulation?

Emotions: Physiological correlates Theories of emotions: James-Lange, Canon-Bard, Schachter and Singer, Lazarus, Lindsley. Emotion regulation

Emotions: Physiological correlates

According to most recent theories, human emotion is intrinsically tied to the concomitant activity of the autonomic nervous system. Empirical research has put forth an increasing number of indicators of physiological activity which are considered to be relevant for discriminating between specific subtypes of emotions (for a review, see Kreibig, 2010).

One physiological indicator related to strong emotional experience is piloerection. In Charles Darwin's seminal work on “The Expression of the Emotions in Man and Animals” (1872), he already acknowledged that “hardly any expressive movement is so general as the involuntary erection of the hairs, feathers and other dermal appendages” (p. 95).

Piloerection, on the one hand, is known as a response to cold as a primary physical elicitor. In animals, the erection of coat hair or feathers serves to increase the isolation layer of air around the body. In humans, piloerection in response to cold is considered as a relic of the thermoregulatory response of our furred ancestors in evolution (Campbell, 1996).

On the other hand, piloerection is also known as a response to strong psychological elicitors. In animals, it can be observed in states of anger or anxiety

(Darwin, 1872), but it was also observed in the course of courtship of male chimpanzees (Nishida, 1997). In humans, the study of emotional piloerection (i.e., goose bumps) is tightly linked to the study of chills or thrills. While piloerection actually denotes the visible erection of body hair, the phenomenon of chills or thrills usually relates to a subjective experience.

Cognitive Theories of Emotions:

Two-Factor Theory The two-factor theory of emotion states that emotions are interactions of

(1) physiological arousal and

(2) the cognitive label that we apply to explain the arousal.

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To demonstrate the two-factor theory, Schachter and Singer gave participants an injection of epinephrine that increases blood pressure, heart rate, blood flow to the brain, blood sugar levels and respirations. This was an artificial physiological arousal. Participants were given one of three explanations about the injection.

• correctly informed of the effects, or

• some were misinformed of the effects, or

• some were not informed at all.

All participants had a change in physiological arousal. What label do people ascribe to this arousal? • Those who were informed about the injection would understand their physiological changes and need not explain this arousal with an emotional response. • Those who had no explanation (the misinformed and uninformed group) for their physiological changes would use environmental cues to understand their arousal and explain it with an emotional response (e.g. happiness)

Misattribution of Emotional States According to the two-factor theory, when we are physiologically aroused, we try to understand the arousal and attribute it to emotions. In some instances, we misidentify the source and cause of our emotions. This process is unconscious and automatic. When people are physiologically aroused while riding an exercise bike, o They find attractive people more attractive o Annoying people more annoying o Funny cartoons funnier When people were physiologically aroused by walking over a bridge high above the ground (left panel), an interviewer they encountered was rated as more attractive compared to a bridge closer to the ground (right panel).

Situational Determinants of Aggression:

Heat

Media

Violence

Violent video games There are higher rates of violent crimes, but not non-violent crimes, as the number of days above 90 degrees Fahrenheit increase. This relationship still held when you took into account unemployment rates, per capita income and average age of the residents.

Examples of Scarcity:

• When Dade county banned phosphate based soaps, citizens smuggled phosphate soaps in from neighboring counties. They claimed that the phosphate based soaps cleaned their laundry better, and made their clothes smell fresher.

• Music by Kurt Cobain, Elvis, The Doors is valued more after their deaths.

• Paintings by Van Gogh, Monet, Picasso are valuable because they are scarce.

• Fantastic Four #1, X-men #94 or Spider-Man #1 are more expensive comic books because there are very few copies of them compared to later issues.

• The subjective value of Cabbage Patch dolls, Tickle me Elmo, and Play Station 2, Wii were inflated when the demand was high and the availability is low.

• In the Scientific American Frontiers video Fat and Happy, children are more likely to binge on junk food when they are provided the opportunity if they are restricted at home.

• A person who sells a used car, stereo, refrigerator, etc. can make the item appear “scarce” by scheduling people to view the item at the same time.

Student examples of Scarcity

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I have a friend who finds he only wants to date women that are already married or have a serious boyfriend. It is like he becomes obsessed with trying to go out with them. Every once and a while a woman will break up with her boyfriend and start to date him, but then he finds them unappealing; there is no longer a challenge for him. They become too convenient.

The Cannon-Bard Theory of Emotion

The Cannon-Bard theory of emotion, also known as the Thalamic theory of emotion, is a physiological explanation of emotion developed by Walter Cannon and Philip Bard. Cannon-Bard theory states that we feel emotions and experience physiological reactions such as sweating, trembling, and muscle tension simultaneously.

How the Cannon-Bard Theory Works

More specifically, it is suggested that emotions result when the thalamus sends a message to the brain in response to a stimulus, resulting in a physiological reaction.[1]

For example: I see a snake --> I am afraid, and I begin to tremble.

According to the Cannon-Bard theory of emotion, we react to a stimulus and experience the associated emotion at the same time. The physical reactions are not dependent upon the emotional reaction, or vice versa.[2]

When an event occurs, the thalamus transmits a signal to the amygdala. The amygdala is a small, oval-shaped structure in the brain that plays an important role in emotional processing, including emotions such as fear and anger. The thalamus also sends signals to the autonomic nervous system, resulting in physical reactions such as muscle tension, shaking, and sweating.

Examples

You can see how the Cannon-Bard theory might be applied by looking at any experience where you have an emotional reaction. While you might immediately think of negative emotional responses, it also applies to positive emotions as well.

A Frightening Experience

For example, imagine that you are walking to your car through a darkened parking garage. You hear the sounds of footsteps trailing behind you, and spot a shadowy figure slowly following you as you make your way to your car.

According to the Cannon-Bard theory of emotion, you will experience feelings of fear and physical reaction at the same time. You will begin to feel fearful, and your heart will begin to race. You rush to your car, lock the doors behind you, and rush out of the parking garage to head home.

A New Job

Imagine that you are starting a new job. Your first day can be stressful. You'll be meeting new co-workers, making first impressions, learning more about your role, and participating in training or meetings. Cannon-Bard theory suggests that you would experience both physical and emotional signs of stress simultaneously. You might feel nervous and experience an upset stomach.

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A Date

Imagine that you are going on a date with someone you recently met. You really like this person and are excited to spend time with them. You experience both physical and emotional responses, including feelings of happiness and excitement as well as sweaty palms and a rapid heartbeat.

James-Lange Theory

Cannon-Bard theory was formulated as a reaction to the James-Lange theory of emotion. Where James-Lange theory represented a physiological explanation for emotions, the Cannon-Bard theory represents and neurobiological approach.

William James's theory suggested that people first experience a physiological reaction in response to a stimulus in the environment. People then experience some sort of physiological reaction to this stimulus which is then labeled as an emotion.

For example, if you encounter a growling dog, you might begin to breathe rapidly and tremble. James-Lange theory would then suggest that you would label those feelings as fear.

Cannon's work instead suggested that emotions could be experienced even when the body does not reveal a physiological reaction. In other cases, he noted, physiological reactions to different emotions can be extremely similar.

Cannon and Bard instead suggested that the experience of emotion was not dependent upon interpreting the body's physiological reactions. Instead, they believed that the emotion and the physical response occur simultaneously and that one was not dependent upon the other.

Schacter-Singer Theory

Another more recent theory is the Schacter-Singer theory of emotion (also known as two-factor) theory, which takes a cognitive approach.

The Schacter-Singer theory draws on elements of both James-Lange theory and Cannon-Bard theory, proposing that physiological arousal occurs first but that such reactions are often similar for different emotions. The theory suggests that the physiological reactions must be cognitively labeled and interpreted as a particular emotion.

Criticisms

Criticisms suggest that Cannon-Bard theory places too much emphasis on the role that the thalamus plays in emotions while largely ignoring other parts of the brain. The thalamus is part of the limbic system and does play an important part in the experience of emotions, but more recent research suggests that the process is more complex than the Cannon-Bard theory suggests.

The basic assumption of Cannon-Bard theory, that physical reactions do not lead to emotions, has been refuted by a number of studies. Research has shown that when people are asked to make a particular facial expression, such as frowning or smiling, they are more likely to also experience an emotion connected to that expression.

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KEY TAKEAWAYS

Key Points

- The appraisal theory of emotion proposes that emotions are extracted from our "appraisals" (i.e., our evaluations, interpretations, and explanations) of events. These appraisals lead to different specific reactions in different people.
- Psychologist Magda Arnold made early advancements in appraisal theory, proposing that an initial appraisal begins the emotional sequence by arousing both the appropriate physiological reactions and the emotional experience itself.
- In 1991, psychologist Richard Lazarus built on appraisal theory to develop cognitive -mediational theory. This theory still asserts that our emotions are determined by our appraisal of the stimulus, but it suggests that immediate, unconscious appraisals mediate between the stimulus and the emotional response.
- Lazarus also distinguished between primary appraisal, which seeks to establish the significance or meaning of an event, and secondary appraisal, which assesses the ability of the individual to cope with the consequences of the event.

Richard Lazarus

Psychologist Richard Lazarus (1991) adapted Arnold's work slightly in the development of his cognitive-mediational theory, which asserts our emotions are determined by our appraisals of stimuli. This appraisal mediates between the stimulus and the emotional response, and it is immediate and often unconscious. In contrast to the Schachter–Singer theory of emotions, which views emotion as an outcome of the interaction between physiological arousal and cognition, Lazarus argued that the appraisal precedes cognitive labeling, simultaneously stimulating both the physiological arousal and the emotional experience itself.

Lazarus argued that the cognitive activity involved in interpreting emotional context could be conscious or unconscious and may or may not take the form of conceptual processing. He stressed that the quality and intensity of emotions are controlled through cognitive processes, which mediate the relationship between the person and the environment through coping strategies, which in turn are the basis of the emotional reaction.

In his research, Lazarus specified two major types of appraisal methods: 1) primary appraisal, which seeks to establish the significance or meaning of an event, and 2) secondary appraisal, which assesses the ability of the individual to cope with the consequences of the event. In the specific context of emotion and stress, Lazarus described primary appraisals as judgments about the degree of potential harm or threat to well-being that a stressor might introduce. The perception of a threat then triggers the secondary appraisal—judgment of the options available to cope with the stressor—as well as perceptions of how effective such options will be.

Emotion Regulation

While there are many ways to influence one's emotional state for the better, emotion regulation often involves what experts call "down-regulation," or reducing the intensity of emotions. A grieving person might down-regulate his sadness by recalling something amusing. An anxious person may cope by distracting herself from the thought that is causing her anxiety. Emotion regulation can also include "up-regulation," or amping up one's emotions, which can be useful when an imminent danger or challenge calls for a healthy dose of anxiety or excitement.

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The process model of emotion regulation proposed by psychologist James Gross emphasizes that people can act to control their emotions at different points in time—including before they feel an emotion ("antecedent-focused emotion regulation") and after they have already begun to react emotionally ("response-focused emotion regulation").

Emotion Regulation Is Important

Unlike small children, adults are expected to be able to manage their emotions—especially anxiety and anger—in a manner that is socially acceptable. When emotional control fails, people often say or do things they later regret and wish they had been able to keep their emotions in check. Emotion dysregulation is a component of certain forms of mental illness. Over time, it could have a negative impact on one's personal well-being and social relationships.

Emotion dysregulatio

"Emotion dysregulation" is the term used to describe an inability to regularly use healthy strategies to diffuse or moderate negative emotions. While all people occasionally use less than ideal emotion regulation strategies, individuals who regularly experience what feels like overwhelming, intense negative emotions are much more likely to rely on unhealthy strategies, like self-injury.

What causes emotions to feel so overwhelming? It is really important to note that the experience of an emotion per se is not what leads to difficulties. It is the interpretation of this emotion that tends to ratchet up feelings and a sense of not being able to tolerate them. We call this a "vicious emotional cycle." Emotions, thoughts, and our behavior are all linked together.

For instance, consider this common scenario: A friend walks right past you in the hallway without acknowledging you and you immediately have a rapid fire set of feelings, like confusion or disappointment or self-doubt or anger, that turns quickly into a series of thoughts about that event (e.g., "What did I do wrong?""I'll bet that she is mad at me for that thing that happened a few weeks ago…""I am sure it was nothing, I am being oversensitive, she was probably in a hurry somewhere. But still…").

This initial cascade can lead to intense or acute feelings (e.g., frustration, panic, insecurity) and you may have a strong desire to not be feeling the negative feelings coming up. This desire turns into action: you do something (e.g., go home and dwell on it; stop communicating with your friend; get a tasty treat to make you feel better or take your mind off it). Sounds familiar?

This cycle can become vicious and/or a typical go-to pattern over time. Unless something is done to change the cycle, continued avoidance of the feelings associated with that friend or event may lead to additional negative thoughts and feelings about that person. This further supports one's initial interpretation of the event and can then lead to even more negative thoughts and feelings (e.g. "Our friendship is ending;

she never really liked me anyway. What will happen if she shares what she knows about me to others? Will I lose more friends?? Oh no, it is all happening again!").

It is easy to see how even a small event can cascade into something hugely triggering. This cycle can be even more intense when the events that occur are more serious or somehow tie into earlier negative experiences, like trauma or abuse.

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What is Basic motivational concepts: Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle. Approaches to the study of motivation: Psychoanalytical, Ethological, S-R Cognitive, Humanistic?

Basic motivational concepts: Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle. Approaches to the study of motivation: Psychoanalytical, Ethological, S-R Cognitive, Humanistic

Basic motivational concepts: Instincts, Needs, Drives, Arousal, Incentives, Motivational Cycle

Concept of Motivation:

The term motivation is derived from the word 'motive". The word 'motive' as a noun means an objective, as a verb this word means moving into action. Therefore, motives are forces which induce people to act in a way, so as to ensure the fulfillment of a particular human need at a time. Behind every human action there is a motive. Therefore, management must provide motives to people to make them work for the organization.

Motivation may be defined as a planned managerial process, which stimulates people to work to the best of their capabilities, by providing them with motives, which are based on their unfulfilled needs.

"Motivation means a process of stimulating people to action to accomplish desired goods." —William G. Scott

"Motivation is the process of attempting to influence others to do your will through the possibility of gain or reward." — Flippo

Motivation is, in fact, pressing the right button to get the desired human behaviour.

Motivation is no doubt an essential ingredient of any Organisation. It is the psychological technique which really executes the plans and policies through the efforts of others.

Following are the outstanding Features of the concept of motivation:

1. Motivation is a personal and internal feeling:

Motivation is a psychological phenomenon which generates within an individual.

2. Motivation is need based:

If there are no needs of an individual, the process of motivation fails. It is a behavioural concept that directs human behaviour towards certain goals.

3. Motivation is a continuous process:

Because human wants are unlimited, therefore motivation is an ongoing process.

4. Motivation may be positive or negative:

A positive motivation promotes incentives to people while a negative motivation threatens the enforcement of disincentives.

5. Motivation is a planned process:

People differ in their approach, to respond to the process of motivation; as no two individuals could be motivated in an exactly similar manner. Accordingly, motivation is a psychological concept and a complex process.

6. Motivation is different from job satisfaction:

The process of motivation is illustrated in the figure given below:

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Unit -4

Chapter Wise Theory

- **Thoroughly Revised and Updated**
- **Detailed Analysis of all MCQ**
- **As Per Current Exam Pattern**

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Chapter – 10 Psychological Testing

What is Types of tests Test construction: Item writing, item analysis?

Types of tests Test construction: Item writing, item analysis

Test Psychological testing — also called psychological assessment — is the foundation of how psychologists better understand a person and their behavior. It is a process of problem solving for many professionals — to try and determine the core components of a person's psychological or mental health problems, personality, IQ, or some other component. It is also a process that helps identifies not just weaknesses of a person, but also their strengths.

Psychological testing measures an individual's performance at a specific point in time — right now. Psychologists talk about a person's "present functioning" in terms of their test data. Therefore psychological tests can't predict future or innate potential.

Psychological testing is not a single test or even a single type of test. It encompasses a whole body of dozens of research-backed tests and procedures of assessing specific aspects of a person's psychological makeup. Some tests are used to determine IQ, others are used for personality, and still others for something else. Since so many different tests are available, it's important to note that not all of them share the same research evidence for their use — some tests have a strong evidence base while others do not.

Psychological assessment is something that's typically done in a formal manner only by a licensed psychologist (the actual testing may sometimes be administered by a psychology intern or trainee studying to become a psychologist). Depending upon what kind of testing is being done, it can last anywhere from 1 1/2 hours to a full day. Testing is usually done in a psychologist's office and consists largely of paper-and-pencil tests (nowadays often administered on a computer for ease-of-use).

Psychological testing is divided into four primary types:

- Clinical Interview
- Assessment of Intellectual Functioning (IQ)
- Personality Assessment
- Behavioral Assessment

In addition to these primary types of psychological assessment, other kinds of psychological tests are available for specific areas, such as aptitude or achievement in school, career or work counseling, management skills, and career planning.

Within the field of test development, the tasks and/or questions that are used to construct tests and examinations are referred to as 'items', and the range techniques involved in preparing those items are collectively referred to as 'item writing'. Is item writing an art or a science?

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The best item development techniques combine elements of both these intellectual activities. On the one hand, there is a fair amount of experimental method, which we might recognize as scientific, incorporated within the whole set of procedures for developing a good item, or the sets of such things we call 'tests'.

However, as this document will make clear, writing a good item is also a highly creative act. By the end of the process something new, powerful, and useful has emerged – a test instrument which has used words, symbols or other materials from a curriculum or a syllabus in a new way, often to serve a variety of educational purposes. In doing so, the item developer needs imagination and ingenuity as well as knowledge: form, structure and balance become important, as they are to a sculptor or a musician. Why are these building-blocks of tests called 'items', anyway? Is it merely educational jargon? Why not call them 'questions'?

The choice of the word 'item', in preference to 'question', draws attention to two matters. One is that items are often not in question format – the test-taker is required to perform a specific task, or reveal specific knowledge, which is implied in the words given on the testpaper, rather than explicitly offered as a direct question.

The other matter concerns the independence of items in a test. Like the items on a shopping list, they are discrete, or they should be. If you can't get one right, that should not stop you from having a fair chance of obtaining success on all of the others. The term 'item writing', used in the title of this document, draws attention to this essential independence – the separate skills, abilities or pieces of knowledge which make up human learning are considered individually in the test. This is the prime focus.

However the discussion (and the test development process) begins and ends with consideration of a second focus. It considers what happens when these items achieve additional significance or importance by having been grouped or combined with other items to form a test instrument. We must continually remember that our building blocks are part of a larger whole. Several times in the paragraphs above, the word 'development' has been used. This is not mere jargon either.

It draws attention to the fact that items do not spring to life ready-made in an item writer's brain. A thorough developmental process, often in a defined and specialised sequence, occurs. Like the student knowledge to be tested, it occurs gradually – sometimes with false starts, and often with much wastage on the way, as the test writers clarify their initial ideas, add to them, try them out, and finally decide what will serve their purposes best. Note also the use of the plural 'writers'. Item writing is best done using a team approach at various stages of the exercise.

learning difficulties, and so on. However, the real objectives for any test come directly from considering two things in conjunction. The first is the actual educational context in which the results of the testing will be used. The second is the knowledge and understanding the test-taker will be expected (or able) to bring into the test-room.

The objectives which are determined will therefore be local and specific, and determining what they are is the starting point for determining what the test and its items ought to look like. Much of the material in this paper concerns one particular branch of item writing which is perhaps the most difficult to master – the development of multiple-choice items and tests. However this emphasis should not obscure the fact that all items, from simple short-answer formats to extended response essays, need the same careful and methodical processes during their development if the final tests are to be reliable and valid measures of learning outcomes.

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The suggestions made as to process can (and should) be applied whether the user is a teacher in a school preparing a semester test or an administrator setting up a large national assessment program.

One more element remains to be added to the matrix used in this example – the formats which have been chosen for the test items themselves. In the UNESCO study being used as an example in this section, only a small space of time was available for each of the cells of the matrix. Hence the solution to the format problem could not involve vast amounts of reading or writing by the test takers, or large numbers of computational exercises to test their basic numeracy. For policy reasons, equal amounts of time had to be given to testing in English and testing in the student's vernacular language, and this suggested selection of formats which were similarly parallel.

The time allocations were suggestive. Thirteen minutes for computations suggested 25 exercises at about two a minute. Eight minutes for reading comprehension suggested 8 short-answer questions (one a minute), and the free writing exercise suggested a sentence every two minutes.

So long as the test-takers were given a few minutes to read through the paper before the test actually began, the stimulus material for the reading and writing exercises could be fully informative but not particularly extensive. More reading comprehension questions could perhaps have been asked if a multiple-choice format had been chosen, but this format was decided against – additional information about a student's writing skills would be elicited if they prepared their own sentences as responses to the comprehension questions.

Problems for solution

The problems which test-writers set for solution by candidates actually represent a sub-category of constructed responses, but seem important and common enough to be discussed separately. In a sense, setting an essay task for extended response has a problem element built into it, especially if the candidate is required to read a large amount of informative stimulus and choose some sort of personal response to be developed during the test. For example, we might look again at an example (given earlier under the heading 'Extended Responses') with this in mind: Read the material presented opposite and prepare a balanced and detailed critical response to the ideas about education presented by the various writers and cartoonists.

Your piece of writing should be between 600 and 1000 words. Other problems may not require words as a response, but quantitative reasoning and expressions for their solution. Or perhaps it is manipulation of materials that is required, as in a test conducted in a laboratory or workshop or art studio.

Mathematical problems are probably the most common kind, from simple primary examples to more complex ones at higher levels of schooling. As in the first example, they too might involve manipulation of objects as an aid to their solution.

Item analysis

There is not room in a paper of this size to canvass and describe all the different options which exist for the analysis of item data. Papers for other modules will explore the matter in some detail. School-based tests will use simple rather than complex strategies to obtain (and indices to express) this information.

Larger test programs will probably have the resources to engage in quite lengthy and complex processing. Broadly speaking, for multiple-choice items in large programs, the analysis consists of statistics which show the facility of each item:

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• the percentage of the whole test-taking population which got it right;

• the discrimination index of each item: how well the keyed answer distinguishes between students of high ability and those less able;

• the response level for each item: how many actually attempted it, right or wrong;

• the criterion score on each item: the mean score of all those who did attempt it;

• whether any distractors did not function well: attracted too few candidates, or a preponderance of those of high ability

However, from the item-editor's point of view, it should be noted that at least five other things are under analysis during this vital stage of the whole development process. Information is obtained about:

1. the parts of an item, especially in multiple-choice format with its stems, keyed answers and distractors;

2. the integrity or worthwhileness of the item as a whole;

3. the performance of the item as a discrete test element;

4. the performance of an item with regard to other items in the same set or test;

5. the integrity or worthwhileness of the test as a whole.

The distinctions between 2, 3, and 4 (which seem on the surface to be saying much the same thing) are important, especially for a multiple-choice test. Each, for the item editor, might offer a slightly different reason for rejecting or retaining an item in the final test. An item might be worthwhile as a measure of a particular higher order skill (2).

It might operate well as a discrete test element, discriminating satisfactorily between the most able and the less able (3). But it might be simply far too hard by comparison with all the other items in the test (4) and deserve exclusion on that ground.

Stage Two – editing for Publication

When the test has been taken into the field and tried out, and the item analysis has been completed, a second stage of editing then occurs. Using the analysis results, each item is scrutinised and decisions made about rejection or retention.

There may be a little judicious re-writing, but this should be limited to minor changes to distractors only. If the stem and keyed answer need change, then a new item has resulted, and this would require further trial testing: it would be better to reject the item and use one that did work. Once every item is clean, making up the final form actually begins.

As in so many matters to do with test development, there is a sequence of activity which should be followed, in order to ensure that new bugs don't appear and the test as completely as possible meets the original specification. Figure 16 suggests an appropriate sequence.

EDITING FOR PUBLICATION – A CHECKLIST OF ACTIVITIES

1. Read the item analysis and sort the items (or groups of items) into three piles:

a) ready to go;

b) needing editing;

c) possible rejects.

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2. Edit items and establish a final pool of items for the test. Check the omit rate to establish optimum test length.

3. Check the specification against this pool for the number and qualities of the items available. Reinstate any usable 'rejects' if all the objectives are not satisfactorily covered.

4. Assign the items to a tentative order for the whole test and enter the scoring scheme at the end of each section of the test.

5. Check this order for: a) order of difficulty (for example, in a set of multiple-choice items, make sure some easy ones occur early, to give the candidate some confidence);

b) keyed answer order and distribution;

c) balance and variety of item type.

6. Write or insert appropriate instructions for candidates. Include suggestions for time to be spent on each section.

7. Assign the items to a preliminary paging of the test-paper: some may have to be moved to allow a more satisfactory layout. Allow sufficient space for answering if there is to be no separate answer sheet.

What is Norming, Reliability and Validity of Psychometric Tests?

Norming, Reliability and Validity of Psychometric Tests

Evaluation of human qualities – such as attitude, competency, proficiency, accomplishment, and belief, among other constructs- is routinely conducted by administering tests fairly, which are precisely formulated and applied using standardized protocols.

Test takers are usually concerned with the results from a test administered to them; they don't have a proclivity to look into the technical aspects or characteristics of the tool itself. Despite this, many people take the tests internal components into account because they realize that the relevance and usefulness of test result interpretation are dependent on its core features. In technical terms, these internal test attributes are termed as psychometric properties.

The psychometric properties of a test are associated with the data that has been garnered from the assessment to find out how well it evaluates the interest construct. The development of a valid test is conditional on the fact that it has been subjected to statistical analyses, which ascertains that it has adequate psychometric properties.

A good psychometric test must have three fundamental properties- reliability, validity, and norming. Be it hiring or developing employees, choosing the correct set of assessments is pivotal in making or breaking a business.

Besides the reliability and validity of tests, the standardization of the assessments normed for various aspects, such as age, gender, education, profession, employability, etc. also determines the properties of tests.

Psychometric properties, usually, provide insights into a test's meaningfulness, appropriateness, and usefulness(or rather say, its validity). Let's say a test is publicized as a measure important for diagnosing a mental disorder such as bipolar disorder. The psychometric properties of a test present the test creators and users with satisfactory evidence of whether the tool performs as portrayed.

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The psychometric property of a test focuses on its particular feature. Some psychometric properties speak volumes about the quality of the whole test, while others give weight to its constituent parts, sections, and even individual items. For instance, when considered in totality, a psychometric property could reveal whether the test assesses a single construct or multiple constructs.

The characteristic of a test analyzing only one dimension or multiple dimensions is the psychometric property of the whole instrument. Another psychometric property of the test could point out whether the instrument evaluates the target construct reasonably well for both men and women. We can call this a psychometric property of gender equality. Yet other psychometric properties furnish evidence whether a test assesses a construct consistently (reliability).

Psychometric properties are most often expressed quantitatively. Numerical quantities such as a coefficient or an index are used to represent the property. For example, the reliability coefficient is a numerical value that most students and professionals are familiar with. Even though reliability is mentioned as the psychometric feature for a test, it is expressible in the form of quantitative value.

Likewise, many other psychometric properties are expressed numerically. Meanwhile, a quantifiable value is not often the best way to convey a specific psychometric property. For example, validity, being a hard fact, cannot be suggestively reduced to a single value or index. It is an encompassing psychometric property, but an exhaustive discussion that synopsizes a substantial body of evidence is required to explain test validity.

One must explore and learn about the psychometric properties of tests for two key reasons. First, this knowledge enables makers to create useful tests. Psychometricians and other experts who create tests must analyze and describe the functionality of tests to build them to a predefined level of quality. Second, the awareness about the psychometric properties of a test ensures that the information gained using the instrument could provide a firm foundation for making the right decisions. It stands to reason that counselors, psychologists, policy personnel, educators, and many other professionals often formulate their decisions on the data collected from the tests.

Psychometric properties: Reliability, Validity, and Norming

In definition, a standardized test is administered and scored in a consistent or “standard” manner. They are designed in a way that stabilizes questions, conditions for administering, scoring procedures, and interpretations as consistent.

Standardized testing could be composed of true-false, multiple-choice, authentic assessments, or essays. It’s possible to shape any form of assessment into standardized tests. When it comes to the creation of psychometric evaluations, questions are measured in scales. And these too are often most valid with standardization post-creation.

We should look for these three factors when creating/standardizing psychometric tests:

- Nature of Reliability
- Understanding Validity
- Importance of Norming

Nature of Reliability in Psychometric Tests

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Psychometric Test Reliability refers to the level to which test scores are accurate and free of measurement mistakes. In other words, does the test measure what it is supposed to measure? It is the consistency in the measurement tool to produce scores by which interpolations can be made.

For instance, a test measuring intelligence should yield the same score for the same person after he or she has completed the rest each time within a short period in between (provided the test taker has not changed regarding his/her intelligence over the period).

A test is reliable as long as it produces similar results over time, repeated administration, or under similar circumstances.

If you were to use a professional dart player as an example, his or her ability to hit the designated target consistently, but not the bullseyes under specified conditions, would classify them as an excellent and reliable dart player. However, this does fail on account of validity. When compared to psychometric assessments, a reliable test is better known for its ability to produce stable results over time.

Over the years, scholars and researchers uncovered multiple ways to check for reliability. Some include testing the same participants at different points of time or presenting the participants with varying versions of the same test to see how consistent the results are.

Suffice it to say that an assessment has to show demonstrably excellent reliability to qualify for validity.

Types of Psychometric Test Reliability

- **Parallel Forms Reliability:**

In this type, the two tests that are different use the same content but separate procedures or equipment, and yield results that are the same for each test taker.

- **Internal Consistency Reliability:**

Items within the test are examined to see if they appear to measure what the test measures. Internal reliability between test items is referred to as internal consistency.

- **Inter-Rater Reliability:**

When two raters score the psychometric test in the same way, inter-scorer consistency is high.

- **Test-Retest Reliability:**

This is when the same test is conducted over time, and the test taker displays consistency in scores over multiple administrations of the same test.

Factors Influencing Psychometric Test Reliability

There are always minor discrepancies in psychometric test reliability. Moreover, individuals taking the same psychometric test may have different thoughts, feelings, or ideas at various points in the time, leading to variance in scores. A lot of factors (both stable traits and momentary issues) can result in variation in test scores.

Stable traits include weight, height, and other such characteristics. Momentary inconsistency is attributed to different things such as the health of test-takers, an understanding of a particular test item, and so forth.

Why Psychometric Test Reliability Counts?

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CUET

Psychology {Code-PGQP46}

Unit -5

Chapter Wise Theory

- **Thoroughly Revised and Updated**
- **Detailed Analysis of all MCQ**
- **As Per Current Exam Pattern**

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Chapters	Pages
Chapter – 13 Statistics for Psychology	2-89

Chapter – 13 Statistics for Psychology

What is Research: Meaning, Purpose, and Dimensions, Research problems, Variables and Operational Definitions, Hypothesis, Sampling, Ethics in conducting and reporting research?

Research: Meaning, Purpose, and Dimensions, Research problems, Variables and Operational Definitions, Hypothesis, Sampling ,Ethics in conducting and reporting research
The Research Meaning of Psychology

Psychologists try to answer these questions, develop the principles to explain them, and use those principles to solve various problems. The range of application of psychology is very wide. A cognitive psychologist may like to know the causes of forgetting. An organisational psychologist may try to find out nature of resistance among the employees to introduction of new performance appraisal system. A health psychologist may like to examine the relationship between smoking behaviour and coronary heart disease.

While evaluating major areas of psychological researches, a psychologist uses the principles and practices of scientific methods. This unit attempts to acquaint you with nature and relevance of psychological research. This is followed by the process of psychological research within the context of discovery and context of justification as well as distinctive goal of psychological researches.

OBJECTIVES
After reading this unit, you will be able to: Describe the research process in terms of how to conduct sound research and

- how to evaluate critically the research of others; Understand why people behave as they do;
- Discuss how to maintain objectivity and minimize the research bias in psychology
- research; Tell others the role of theory, hypothesis and paradigm in psychological research;
- Discuss the primary objectives and goals of psychological research;
- Identify some of the problems one encounters in trying to do reliable and valid

NATURE OF PSYCHOLOGICAL RESEARCH
Importance and relevance of psychological research is well recognised almost in every sphere of human life. Notable progress has been reported in the field of organisational behaviour, applied aspects of human being, medical sciences and education, through application of psychological research findings. Empirical and theoretical researches in psychology are taking place in various fields, such as learning, motivation, perception, concept learning and memory and so on.

In the quest of psychological facts, laws and theories, psychologists have found research studies very helpful in gauging human and animal behaviour. Psychological research attempts to understand why people and animals behave as they do. Psychologists usually define behaviour as overt activities, such as eating, recalling stories, and so on. What about covert psychological processes, such as thinking and feeling? Although thoughts and feelings are not directly observable, they influence such aspects of behaviour as reaction time and blood pressure, which are often used to measure these covert processes.

Practical gains of psychological research are many, yet include discoveries such as improved methods of treating psychologically disordered people, better designs of vehicles to make them easier and safe to use,

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and new ways of enhancing the performance and happiness of workers. Before we examine what researchers have found in the major areas of psychology, we need to identify the ways psychologists gather data about behaviour and mental processes.

You may be a daily consumer of mass media reports on research findings. Some of these are valuable, some are worthless, and others are confusing and misleading. You will become a wiser consumer of research-based conclusions as you develop your understanding of how psychological research is conducted and why the scientific view of knowledge dictates such methods. Let us turn now how psychologists know what they know.

Recall that psychology is the scientific study of behaviour and mental functioning of individuals. It is scientific because it uses the principles and practices of the scientific method.

Role of Theories, Hypotheses and Paradigms in Psychological Research

Psychological research focuses on four sets of concerns:

i) the stimulus events that cause a particular response to start, stop, or change in quality of quantity;

ii) the structure of behaviour that links certain actions in predictable, orderly ways to other actions;

iii) the relationships between internal psychological processes or psychological mechanisms and observable behaviour patterns; and

iv) the consequences that behaviour has on the individual's social and physical environment. Researchers begin with the assumption of determinism, the idea that all events (physical, mental and behavioural) result from specific causal factors.

Researchers also assume that behaviour and mental processes follow set patterns of relationships that can be discovered and revealed through research. Psychological theories, in general, attempt to understand how brain, mind, behaviour, and environment function and how they may be related.

Any particular theory focuses on a more specific aspect of this broad conception, using a body of interrelated principles to explain or predict some psychological phenomenon. The value of a theory is often measured in terms of the new ideas, or hypotheses, that can be derived from it and tested.

A hypothesis is a tentative and testable explanation of the relationship between two or more events or variables. A variable is any factor that changes, or varies, in size or quality. To illustrate this mood may be a variable, since people's moods may vary from one situation to another. Test performance is another variable, since a person's score may vary from one test to the next.

A hypothesis is a testable explanation of the relationship between variables, it is a tentative proposition based on observations, or it could be a hunch about how ideas go together. An instructor, for example, may have a hypothesis about how varying teaching techniques will cause changes in students' test scores. Thus, instructor may have formed this hypothesis by observing students; idea about better teaching techniques is also generated from research in educational psychology.

Research Biases

One of the challenges, while doing research is to remain objective and free from biases. Most of your ideas and beliefs are probably linked with certain bias because they are influenced by your opinions or values. A variety of biases have been found to distort people's impressions of collected data. External influences such as one's culture or the media can influence people to accept a particular world view.

Personal bias distorts estimating or evaluating processes as a result of personal beliefs, attributes, or past experiences. Observer bias operates when one's biases act as "filters" through which some events are noticed

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or seen as meaningful while others are not. It must be kept in mind that researchers themselves were raised in certain cultures and societies. They also might have been exposed to certain gender role expectations. These background factors can all affect the way that researchers observe and interpret events in their lives.

Expectancy bias can affect observations of behaviour by triggering reactions to the events being observed. Researchers sometimes expect to find specific outcomes, and being only human, they may see what they expect to see rather than remain objective. Unfortunately, if one is not alert to the possibility of expectancy bias, it may seem as though the observed events are being "discovered" instead of created by the observer's expectations.

Purpose and Dimensions of Psychology

GOALS AND OBJECTIVES OF PSYCHOLOGICAL RESEARCH

Every science has goals. In physics, the goals are concerned with learning how the physical world works. In astronomy, the goals are to chart the universe and understand both how it came to be and what it is becoming.

The goals of psychologist conducting basic research are to describe, explain, and predict and control behaviour. The applied psychologist has a fifth goal also, that is application of psychological techniques and principles to improve the quality of human life.

Most applied psychologist are able to conduct their own basic research, scientifically studying particular problem in order to solve them. The process of accomplishing one goal and moving on to the next is ideally a natural , flowing , experience, energized, by the psychologist's interest in the question being studied.

The first step in understanding anything is to give it a name. Description involves observing a behaviour and noting everything about it, as for example, what is happening, where it happens, to whom it happens, and under what circumstances it happens.

Explanation:

To find out why the girl is not behaving properly, the teacher would most likely ask the school counselor to administer some tests. Her parents might be asked to take her to a pediatrician to make sure that there is no physical illness, such as an allergy. They might also take here to a psychologist to be assessed. In other words, the teacher and others are looking for an explanation for the young girl's behaviour. Finding explanation for behaviour is a very important step in the process of forming theories of behaviour. A theory is a general explanation of a set of observations or facts.

The goal of description provides the observations, and the goal of explanation helps to build the theory. If all the tests seem to indicate that the young girl has a learning problem, such as dyslexia (an inability to read at expected levels for a particular age and degree of intelligence), the next step would be trying to predict what is likely to happen if the situation stays the same.

Prediction:

When Will it Happen Again? Determining what will happen in the future is a prediction. In the example, the psychologist or counselor would predict (based on previous research into similar situations), that this little girl will probably continue to do poorly in her schoolwork and may never to be able to reach her full learning potential.

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Clearly, something needs to be done to change this prediction, and that is the point of the last of the four goals of psychology: changing or modifying behaviour.

Control :

How can it be Changed ? Control, or the modification of some behaviour, has been somewhat controversial in the past. Some people hear the word control and think it is brainwashing, but that is not the focus of this goal. The goal is to change a behaviour from an undesirable one (such as failing in school) to a desirable one (such as academic success).

Such efforts also include attempts at improving the quality of life. In the example of the young girl, there are certain learning strategies that can be used to help a child (or an adult) who has dyslexia . She can be helped to improve her reading skills.(Aylward etal,2003;Shaywitz,1996). The psychologist and educators would work together to find a training strategy that works best for this particular girl.

Application

Improving the quality of life Psychological research are often conducted to solve various problems faced by the society at different levels such as individual, organisation, or community.

Psychological applications to solve problems in diverse settings, such as in a classroom in a school, or in an industry, or in a hospital, or even in a military establishment, demand professional help.

Applications in the health sector are remarkable. Because of these efforts quality of life becomes a major concern for psychologists. Not all psychological investigations will try to meet all five of these goals. In some cases, the main focus might be on description and prediction, as it would be for a personality theorist who wants to know what people are like (description) and what they might do in certain situation (prediction).

Some psychologists are interested in both description and explanation, as is the case with experimental psychologists who design research to find explanations for observed (described) behaviour. Therapists, of course, would be more interested in control, although the other four goals would be important in getting to that goal.

Dimensions of psychological well-being

The six dimensions reflected within psychological well-being are as follows:

1. **Self-acceptance**

This dimension speaks of the acceptance of every aspect of an individual and of one's own past, just as it happened. This means without falling into a pit of impotence for wanting to modify or intervene in what happened.

Think about whether you accept your body, your emotions and your thoughts. If you do, you'll have a more positive view of yourself. Instead, if you have low self-esteem and struggle to accept who you are, it's possible that due to this dissatisfaction, **you'll feel so overwhelmed that you don't even know where to begin changing those aspects you actually can intervene in.**

2. **Control over your surroundings**

This dimension refers to the ability to deal with a difficult environment, having the ability to adapt to adverse circumstances.

If you have a high perception of your **control** over your surroundings, you'll feel capable of influencing your environment and managing complicated situations. Instead, if you have low control over your surroundings, according to the psychological well-being questionnaire, you'll have greater difficulty overcoming the adversities which arise in your day-to-day life.

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3. **Positive relationships with others**

This dimension measures the ability people have to interact with others in an open and sincere way.
If you're capable of having satisfactory relationships with others, you will promote bonds which will provide you with better emotional quality. **This implies having a greater capacity of empathy and openness towards people.** If you have a lower score on this scale, it's possible you struggle to interact with others. You might have difficulties opening up and trusting others, as well as difficulties maintaining your relationships.

4. **Autonomy**

This dimension evaluates the independence of people in different aspects of their lives. The sensation of being able to choose and make their own decisions, of maintaining a personal criteria and personal and **emotional** independence despite others not being in agreement.

A high degree of autonomy implies that you're able to deploy a greater force of resistance against social pressure and your own impulses. **If, instead, you have a low degree of autonomy, you might be letting other people's opinions guide you.** You also might pay attention to what others say or think about you and might let yourself be led by social pressure within your social circle.

5. **Personal growth**

This dimension measures the ability people have of learning from themselves, being open to new experiences and challenges.

If you promote your personal growth, it's possible you feel that you're on a continuous journey of learning. You might feel that you have the ability to learn from what you receive and know that you have the resources needed to improve. **If this whole personal growth thing is not your style, you might feel stuck, bored and demotivated.** You might not really want to develop new lessons and new growth behaviors. Or, you might simply feel incapable of it.

6. **Life purpose**

This measures the need people have of finding a purpose that will give meaning to their lives. People need to set clear and acceptable **goals** for themselves. These need to be realistic objectives.

If have a high score in this dimension, it means that you feel your life has meaning. You give meaning to your past, present and future. **If, instead, you score poorly in this dimension, you don't have a clear purpose.** It's possible you feel that your life lacks direction or you might even feel disoriented and lost.

7. Social support: the best pillar of our well-being

Social support is a protective factor against various diseases. It's very important how our social relationships are and also how we perceive them to be.

- **People who are emotionally intelligent are more optimistic, have higher self-esteem and have a greater capacity for empathy.** This contributes to the improvement of our psychological well-being. People who know how to identify their emotions feel more satisfied with themselves. Therefore, they feel a greater sense of overall well-being.
- **Find your passion**

It might be at work, since that's where you spend many hours of your day. And it's best if you spend them doing something that motivates you. But you can also find something you like in a hobby which makes you feel fulfilled. For example, music, a sport or craftsmanship.

- **Don't try to change yourself**

Accept yourself in the dimensions you cannot change. Trying to change yourself is going to generate unease and rejection. You will improve your well-being is you give yourself and your own nature a chance. This way, all of the positive things you find will serve to improve your self-esteem, because you will acknowledge it as your own. The same thing will happen with the negative things you find.

- **Surround yourself with people who have a good energy**

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Positive relationships, being with people you like and who fulfill you is an **important factor** which directly influences you physical and emotional well-being. **Toxic people will reduce your psychological well-being and add stress to your life.**

Research problems in Psychology

Research problems in Psychology

Your thesis in Psychology should **ask and answer a specific question**, rather than broadly discuss a large topic area. Furthermore, your research problem should **suggest one or more subsequent questions** to your readers.

The statement of the research problem should be **precise** and **concise**. It should be coherent enough that you can readily discuss it with family or friends - and that they will understand it.

It is recommended that you go over the four key parts (**Research Question**, **Hypothesis**, **Evidence**, **Conclusions & Broader Implications**) in an outline **before** you start to write your proposal.

- You may find it easier to write the Research Problem last, after you have already reviewed the literature in the Background of the Problem section, and fleshed out your Research Method
- **This may help you to focus your research problem and keep it concise**

Nature and Meaning

A scientific inquiry starts when a researcher has already collected some information/ knowledge and that knowledge indicates that there is something we do not know. It may be that we simply do not have enough information to answer a question, or it may be that the knowledge that we have is in such state of distorted form that it cannot be adequately related to the question. Here a problem arises.

The formulation of a problem is especially important, as it guides us in our inquiry. According to Townsend (1953) 'a problem is a question proposed for solution'. According to Kerlinger (1964) 'A problem is interrogative sentence of statement that asks: What relation exists between two or more variables'. According to McGuigan (1964) 'A solvable problem is one that posses a question that can be answered with the use of man's normal capacities'.

Characteristics of a Scientific Problem

After analysing above written definitions of a problem statement, it can be said there are certain characteristics of a problem statement:

i) A problem statement is written clearly and unambiguously, usually in question form.

ii) A problem expresses the relationship between two or more than two variables. This kind of problem permits the investigator to manipulate two or more than two variables to examine the effects upon the other variables. For example: Do teacher reinforcement cause improvement in student performance? In this example, one variable is teacher reinforcement and the other variable is student performance. It illustrates the problem found in a scientific study because the problem statement explores the effect of teacher's reinforcements on student performance. The conditions for a problem statement are:

The problem should be testable by empirical methods

A problem statement should be solvable

- . The data of a scientific problem should be quantitative
- . The variable relating to the problem should be clear and definite

Ways in which a Problem is Manifested

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A problem is said to exist when we know enough that there is something we do not know really. There are atleast three ways in which a problem is said to be manifested: Gap in knowledge: A problem is manifested when there is a noticeable gap or absence of information. Suppose a community or group intents to provide psychotherapeutic services, two questions arise, viz.,
(i) What kind of psychotherapy they should offer and
(ii) Which one of the different forms of therapeutic methods is most effective for a given type of mental disease. In this example, there exists a noticeable gap in the knowledge, and hence the collection of necessary data and their explanation are needed for filling the gap in knowledge. Contradictory results:

When several investigations done in the same field are not consistent and therefore, at times, contradictory, a problem is to find out a new answer and settle the controversy. Explaining a Fact: Another way in which we become aware of a problem is when we are in possession of a 'fact', and we ask ourselves, "Why is this so ?" When the facts in any field are found in terms of unexplained information, a problem is said to exist.

The Importance of Formulating a Research Problem
The formulation of a research problem is the first and most important step of the research process. It is like the identification of a destination before undertaking a journey. As in the absence of a destination, it is impossible to identify the shortest route, so also in the absence of a clear research problem, a clear and economical plan is impossible. A research problem is like the foundation of a building.

The type and design of the building is dependent upon the foundation. If the foundation is well designed and strong you can expect the building to be also strong and well designed. In the case of research, the research problem serves as the foundation of a research study. If it is well formulated, you can expect a good study to follow.

Variables Used in Psychology Research
Meaning of Variable
A variable, as the name implies, is something which varies. This is the simplest and the broadest way of defining a variable. Webster says that a variable is "a thing that is changeable" or "a quantity that may have a number of different values." True, a variable is something that has at least two values, however, it is also important that the values of the variable be observable.

Thus, if what is being studied is a variable, it has more than one value and each value can be observed. For example, the outcome of throwing a die is a variable. That variable has six possible values (each side of the die has from one to six dots on it), each of which can be observed. In psychology, the variables of interest are often behaviours or the causes of behaviours. Many psychologists have adopted a theoretical viewpoint or model called the S-O-R model to explain all behaviour.

A variable is something that can be changed or varied, such as a characteristic or value. Variables are generally used in psychology experiments to determine if changes to one thing result in changes to another.

Variables play a critical role in the psychological research process. By systematically varying some variables and measuring the effects on other variables, researchers can determine if changes to one thing result in changes in something else.
The Dependent and Independent Variables
In a psychology experiment:[1]

- The **independent variable** is the variable that is controlled and manipulated by the experimenter. For example, in an experiment on the impact of sleep deprivation on test performance, sleep deprivation would be the independent variable.

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Diwakar education hub

CUET PG

Psychology {Code-PGQP46}

Unit Wise Questions Answer 3000 [MCQ]

- **Thoroughly Revised and Updated**
- **Detailed Analysis of all MCQ**
- **As Per Current Exam Pattern**

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PSYCHOLOGY UNIT- 1 MCQs

1. Phrenologists tried to find out about personality by:

(1) reading a person's horoscope

(2) feeling a person's skull

(3) looking at a person's hands

(4) asking people questions

Answer: (2)

2. A limitation of selective breeding studies is that they cannot:

(1) tell us anything about the role of genes

(2) be used to study human beings

(3) provide information relevant to the nature/nurture debate

(4) tell us anything about the role of the environment

Answer: (2)

3. Which neo-Freudian challenged his ideas about penis envy?

(1) Adler

(2) Fromm

(3) Jung

(4) Horney

Answer: (4)

4. Someone who feels as though they are not living up to expectations would be described by Adler as having:

(1) low self-realization

(2) an Adlerian complex

(3) an inferiority complex

(4) low actualization

Answer: (3)

5. According to Freud, the mind's three components are:

(1) ego, id, superego

(2) unconscious, moral, immoral

(3) oral, anal, phallic

(4) primary, secondary, tertiary

Answer: (1)

6. The idea that you can assess someone's personality by studying their face is called:

(1) phrenology

(2) physiology

(3) somatology

(4) physiognomy

Answer: (4)

7. The _____ complex is to girls as the _____ complex is to boys.

(1) Electra, Oedipus

(2) Oedipus, Electra

(3) oral, phallic

(4) phallic, oral

Answer: (1)

8. The discovery that the heritability of the Big Five personality traits is around 40% – 50% suggests that:

(1) the environment plays no role in personality

(2) genes play no role in personality

(3) the environment plays an important role in personality

(4) the Big Five traits account for about half of our personality

Answer: (3)

9. Humanistic psychologists embraced the idea of:

(1) repression

(2) free will

(3) unconscious drives

(4) the id

Answer: (2)

10. According to Eysenck, extraverts seek to _____ their arousal while introverts seek to _____ their arousal.

(1) decrease, increase

(2) hide, reveal

(3) increase, decrease

(4) reveal, hide

Answer: (3)

11. Allport believed that traits could be organized into three levels:

(1) primary, secondary, tertiary

(2) cognitive, emotional, physiological

(3) id, ego, superego

(4) cardinal, central, secondary

Answer: (4)

12. The MMPI is used to measure:

(1) unconscious drives

(2) the Big Five traits

(3) personality and psychological disorders

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(4) leadership potential

Answer: (3)

13. Which of the following is NOT one of the Big Five traits?

(1) sense of humour

(2) openness to experience

(3) conscientiousness

(4) extraversion

Answer: (1)

14. Freud founded the _____ approach to understanding human behaviour.

(1) palliative

(2) psychodynamic

(3) patronymic

(4) psychedelic

Answer: (2)

15. The influence of parents on the personality of their children is:

(1) non-existent

(2) weakest in early childhood

(3) strongest in early childhood

(4) consistent across the lifespan

Answer: (3)

16. What is special about "knockout" mice?

(1) they are very attractive

(2) their DNA has been modified

(3) they are easy to knock out

(4) they are unusually aggressive

Answer: (2)

17. The aim of behavioural genetics is to learn about:

(1) the extent to which geneticists can modify people's behaviour

(2) the possibility of eradicating behavioural problems in children

(3) the genetic and environmental influences on human behaviour

(4) the ability of animals to learn language

Answer: (3)

18. Monozygotic is to _____ twins as dizygotic is to _____ twins.

(1) male, female,

(2) female, male

(3) fraternal, identical

(4) identical, fraternal

Answer: (4)

19. Which of the following characteristics describe someone who, according to Maslow, is self-actualized?

(1) creativity

(2) confidence

(3) spontaneity

(4) all of the above

Answer: (4)

20. According to Freud, children pass through 4 stages of psychosexual development.

Which of the following shows the stages in the correct developmental order?

(1) oral, anal, phallic, latency

(2) latency, oral, anal, phallic

(3) phallic, anal, oral, latency

(4) oral, phallic, latency, anal

Answer: (1)

21. Projective tests claim to reveal information about:

(1) career aptitude

(2) intellectual attainment

(3) unconscious processes

(4) parenting style

Answer: (3)

22. Traits are defined as:

(1) physical characteristics that distinguish us from other people

(2) relatively enduring characteristics that influence our behaviour across many situations

(3) unconscious tendencies to act in different ways according to the situation

(4) permanent personality tendencies that determine our behaviour in any situation

Answer: (2)

23. Sheldon's theory that people with different body types have different personalities has been:

(1) supported by research

(2) discredited

(3) shown to be accurate for thin people but not overweight people

(4) shown to be accurate for women but not for men

Answer: (2)

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24. Which of the following is not a defence mechanism?

(1) projection

(2) regression

(3) ingratiation

(4) sublimation

Answer: (3)

25. Rohan is self-disciplined, focused on achievement and keen to do his duty. He would be

expected to score highly on:

(1) neuroticism

(2) agreeableness

(3) extraversion

(4) conscientiousness

Answer: (4)

26. The Barnum effect helps to explain people's belief in:

(1) fortune-telling

(2) astrology

(3) horoscopes

(4) all the above

Answer: (4)

27. _____ are the basic biological units that transmit characteristics from one generation to the next:

(1) genes

(2) neurons

(3) glia

(4) instincts

Answer: (1)

28. Which of the following would NOT be useful to a behavioural geneticist?

(1) family studies

(2) case studies

(3) adoption studies

(4) twin studies

Answer: (2)

29. According to Freud, the id is to the _____ principle as the ego is to the _____ principle.

(1) aggressive, sexual

(2) sexual, aggressive

(3) pleasure, reality

(4) reality, pleasure

Answer: (3)

30. Lana is friendly, always willing to help others and compassionate. We would expect Lana to score highly on:

(1) extraversion

(2) agreeableness

(3) neuroticism

(4) openness to experience

Answer: (2)

31. Consider the following statement (s) is related to the features of Sufism

I. They recognize the value of repletion of God's name and sometimes resort to music of a loving devotional character as an aid to concentration.

II. Instead of depriving God of form and attributes they impute to him the qualities of effulgence, love, mercy, generosity and immanence.

III. Instead of inculcating fear of the wrath of god, they put forward the ideal of securing union with Him by pursuing the path of perfect love.

Which of the following statement (s) is/are correct?

(1) Only I

(2) Only II

(3) I, II & III

(4) None of the above

Answer: (3)

32. Which of the following was the first Sufi Order in Indian Subcontinent?

(1) Chishti

(2) Qadiriyya

(3) Suhrawardiyya

(4) Naqshbandi

Answer: (1)

33. Which was/were not the basic devotional practices of Chisti order of Sufi?

(1) Reciting the names of Allāh loudly, sitting in the prescribed posture at prescribed times (dhikr-i dzahir)

(2) Reciting the names of Allāh silently (dhikr-i khafī)

(3) Regulating the breath (pās-i anfās)

(4) Lifelong of spiritual confinement in a lonely corner or cell for prayer and contemplation (čilla)

Answer: (4)

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Schools of Psychology MCQ

321. Which of the following is the subject matter of psychology?

(A) soul

(B) Manas

(C) Man

(D) behavior

Answer- D

322. Psychology was initially part of which of the following?

(A) Philosophy

(B) Logic

(C) Physics

(D) Sociology

Answer- A

323. Which of the following psychologists define psychology as the science of consciousness?

(A) William James

(B) James Surly

(C) William Wunt

(D) All these

Answer- A

324. Which of the following psychologists consider psychology to be the science of behavior?

(A) J.R. B. Watson

(B) Pillsbury

(C) William McAdugal

(D. ALL OF THE ABOVE

Answer- C

325. Which of the following is the nature of psychology?

(A) Philosopher

(B) Artistic

(C) Scientist

(D) Literary

Answer- D

326. Education Psychology is important

(A) For teacher

(B) For the student

(C) For the guardian

(D) For all of the above

Answer- D

327. Education-Psychology is helpful

(A) Discipline

(B) Knowledge of child development

(C) Evaluation

(D) All-round development

Answer- D

328. Education Psychology is helpful

(A) Understanding oneself

(B) Understanding the child

(C) In the selection of teaching methods

(D) In the whole educational process

Answer- D

329. Whose definition is it? "Psychology is the basic science of education."

(A) Davis

(B) Skinner

(C) B.B. N. Jha

(D) None of these

Answer- B

330. Education does not mean

(A) 'Sa Vidya or Vimuktaye'

(B) 'GyanamManujasya Tirtha Netran'

(C) Development of qualifications

(D) Physical development

Answer- D

331. Psychology has real meaning

(A) Science of soul

(B) Brain science

(C) Science of consciousness

(D) Science of Behavior

Answer- D

332. Psychology is

(A) Social Science

(B) MLA Science

(C) Pure Science

(D) Natural Sciences

Answer- B

Explanation - There are many different ways of citing resources from your research. The citation style sometimes depends on the academic discipline involved. For example: APA (American Psychological Association) is used by Education, Psychology, and Sciences. MLA (Modern Language Association) style is used by the Humanities

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333. Which scholar presented this definition, first of all psychology sacrificed its soul and then renounced its mind or brain. He then renounced consciousness. Now it accepts the method of behavior

(A) Co and Crow

(B) James William

(C) R.K. s. Woodyarth

(D) B.R. F. Skinner

Answer- C

334. From which scripture has psychology originated.

(A) Spirituality

(B) Biology

(C) Anthropology

(D) Philosophy

Answer-D

335. Psychology was first called whose science?

(A) mind

(B) soul

(C) consciousness

(D) All these

Answer- B

336. What did psychology first lose to the soul, and not after it?

(A) Subliminal

(B) behavior

(C) consciousness

(D) All these

Answer- C

337. When was psychology called the science of consciousness?

(A) In the fourth century BC

(B) In the middle of the twentieth century

(C) At the end of the nineteenth century

(D) In the eighteenth century

Answer- D

338. Psychology is considered a science in modern times.

(A) realization

(B) Mental process

(C) behavior

(D) None of these

Answer- C

339. What type of science is psychology?

(A) MLA

(B) Regulatory

(C) Both (A) and (B)

(D) None of the above

Answer- C

340. Currently studying the subject of education psychology

(A) consciousness

(B) brain

(C) Human behavior

(D) soul

Answer- C

341. The nature of education psychology is scientific, because

(A) It only studies science

(B) In education psychology, the principles were formed on the basis of information only.

(C) The behavior of the learner in the educational environment is studied through scientific methods.

(D) It only studies the behavior of the students

Answer- C

342. is the originator of the principle of timeliness

(A) R. M. Ganne

(B) Vardimar and others

(C) B.B. s. Bloom

(D) B.R. F. Skinner

Answer -B

343. Education is the center of psychology

(A) Child

(B) Teacher

(C) Learning materials

(D) course

Answer -A

344. Psychology is at the present time

(A) Science of brain

(B) Science of Behavior

(C) Science of consciousness

(D) Science of soul

Answer- B

345. Teacher should study education psychology so that

(A) Easily impress the student

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(B) understand yourself

(C) Can do experiments on animals

(D) make teaching more effective

Answer- D

346. Education psychology is not useful in which of the following?

(A) Detection of mental illness of children

(B) In the selection of teaching methods

(C) In motivating the jatra

(D) In experiments on animals

Answer- D

347. Origin of the term Psychology from which language

(A) English

(B) Tight

(C) latin

(D) Spanish

Answer- C

348. 'Psychology is a pure law of behavior'. Statement

(A) Yudworth

(B) James Drewer

(C) Watson

(D) Skinner's

Answer -C

349. The Latin word 'psycho' means

(A) mind

(B) consciousness

(C) behavior

(D) soul

Answer- D

350. According to which of the following astrologers, education is the process of 'exerting the powers of the person'?

(A) Froebel

(B) Pastology

(C) Thorndike

(D) Plato

Answer -B

351. Which of the following statements most correctly reveals the meaning of education psychology?

(A) It is the science of studying the mind of a person

(B) It constitutes the experiences of a person

(C) It only deals with social processes of the individual

(D) It provides psychological basis to education

Answer- D

352. Psychology Behavior and the science of cognition decided

(A) Fifth century BC From the sixteenth century

(B) In the seventeenth century

(C) In the eighteenth century

(D) In the nineteenth century

Answer- D

353. were supposed to consider psychology as the science of behavior

(A) Watson

(B) Plato

(C) Aristotle

(D) Bunt

Answer- A

354. A psychologist said that "Give me a baby and tell me what to make of him - engineer, doctor or others." He was a psychologist

(A) Woodworth

(B) Watson

(C) Skinner

(D) James Draver

Answer- B

355. "The main purpose of consciousness is to provide security to our lives. Therefore, the study of the effects of consciousness on different organs of the body should be a specific area of psychology, not just the study of consciousness." Underline to which psychologist the credit of this statement goes.

(A) William James

(B) Watson

(C) Veshikh

(D) Pavlov

Answer- A

356. "In education psychology 'learning' is to determine the measures to reach the goal. The category of learning it falls into is

(A) learning process

(B) Learning features

(C) Rules of learning

(D) Principles of learning

Answer- A

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522. Higher motor commands originate in all the following centers, except:-

(1) cerebral cortex

(2) thalamus

(3) caudate nucleus

(4) cerebellum

Answer: (2)

523. A reflex action:-

(1) is a fast brief response to a sensory stimulus

(2) is involved in regulation of voluntary movements

(3) includes at least three sequential sets of neurons in its pathway

(4) is always initiated whenever its specific receptors are effectively stimulated by a specific stimulus

Answer: (4)

524. After-discharge of reflex responses :-

(1) increase the magnitude of the reflex responses

(2) delays the onset of fatigue of reflex responses

(3) involves interneuron circuits

(4) depends upon spatial summation

Answer: (3)

525. Central delay of reflex actions :-

(1) is due to presence of inhibitory interneurons in the reflex pathway

(2) is the time between stimulation of receptors and response of the effector muscle

(3) is longer in the flexor reflex than in the stretch reflex

(4) is determined by the velocity of conduction of impulses along the afferent and efferent neurons in the reflex pathway

Answer: (3)

526. Fatigue of reflexes:-

(1) develops gradually and recovers rapidly

(2) develops rapidly and recovers slowly

(3) develops gradually and recovers slowly

(4) develops rapidly and recovers rapidly

Answer: (3)

527. In flexor withdrawal reflexes contraction of flexor muscles is associated with reciprocal inhibition of :-

(1) synergistic flexor muscles

(2) contralateral extensor muscles

(3) ipsilateral extensor muscles

(4) both 'a' and 'b' are correct

Answer: (3)

528. Reciprocal inhibition between reflexes depends upon all the following, except :-

(1) presence of inhibitory interneurons in the reflex pathways

(2) presence of excitatory interneurons in the reflex pathways

(3) presence of anion channels in membranes of the involved neurons

(4) release of inhibitory transmitters which block cation channels in the reflex pathways

Answer: (4)

529. stretch reflex is characterized by the following except:-

(1) disynaptic reflex

(2) high localization

(3) shows reciprocal innervations.

(4) it is of graded response

Answer: (1)

530. Stretch of an innervated muscle evokes :-

(1) contraction of its spindles

(2) contraction of its extrafusal fibers

(3) contraction of antagonistic muscles

(4) relaxation of synergistic muscles

Answer: (2)

531. Muscle spindles:-

(1) are found in all skeletal muscles

(2) are found only in large skeletal muscles

(3) consist of small numbers of extrafusal muscle fibers

(4) consist of a large number of extrafusal muscle fibers

Answer: (1)

532. The nuclear-bag fibers of muscle spindles are innervated by :-

(1) Aγ nerve fibers

(2) Aβ nerve fibers

(3) Aδ nerve fibers

(4) Ia nerve fibers

Answer: (4)

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533. The nuclear-chain fibers of spindles are innervated by :-

(1) Aα and Aδ nerve fibers

(2) Aδ and C nerve fibers

(3) Ia and II nerve fibers

(4) only type II nerve fibers

Answer: (3)

534. The central ends of afferents from muscle spindles synapse with all the following types of neurons, except :-

(1) α-motor neurons of the same muscle

(2) γ-motor neurons of the same muscle

(3) local interneurons

(4) 2 nd order neurons of ascending sensory pathways

Answer: (2)

535. Increased sensory discharge from muscle spindles :-

(1) decreases muscle tone

(2) increases muscle tone

(3) could either increase or decrease muscle tone according to the muscle affected

(4) has no effect on muscle tone

Answer: (3)

536. Interruption of spindle discharge from a muscle causes contraction of the muscle to become jerky and irregular due to :-

(1) increased activity of reverberating circuits causing fluctuation of the motor discharge to the muscle

(2) increased activity of inhibitory interneurons causing oscillating inhibition of the α-motor neurons of the muscle

(3) irregular discharge of excitatory inputs to the α-motor neurons of the muscle

(4) post-tetanic potentiation of the α-motor neurons of the muscle

Answer: (3)

537. Whenever the position of a joint is stabilized at a certain attitude, the nervous system produces this by :-

(1) increasing the α-motor neuron discharge to all muscles attached to the joint

(2) increasing the γ-motor neuron discharge to all muscles attached to the joint

(3) increasing γ-motor neuron discharge to postural muscles

(4) co-activation of α and γ-motor neurons innervating the involved muscles

Answer: (4)

538. The highly localized nature of stretch reflex is due to:-

(1) the limited number of interneurons in the reflex pathway

(2) all the central ends of afferents from spindles of the stretched muscle terminate on the α -motor neurons of the muscle

(3) the α -motor neurons of the stretched muscle receive most of the central terminals of afferents coming from spindles of the muscle

(4) activation of inhibitory interneurons which inhibit the motor neurons of the surrounding muscles

Answer: (3)

539. The shortest reflex time is recorded with :-

(1) a flexor withdrawal reflex

(2) an inverse stretch reflex

(3) a stretch reflex

(4) a scratch reflex

Answer: (3)

540. When a skeletal muscle is suddenly stretched :-

(1) it relaxes suddenly

(2) it develops a static stretch reflex

(3) it develops a dynamic stretch reflex

(4) it develops clonic contractions

Answer: (3)

541. Sensory impulses from spindles of a stretched muscle could inhibit antagonistic muscles by :-

(1) directly inhibiting γ-motor neurons of the antagonistic muscles

(2) directly inhibiting the α -motor neurons of the antagonistic muscles

(3) inhibiting the transmitter release from the central terminals of afferents from the spindles of the antagonistic muscles

(4) activation of inhibitory interneurons

Answer: (4)

542. Antigarvity muscles maintain stretch reflex for prolonged periods without fatigue, because:-

(1) they are heavily innervated by α -motor neurons

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(2) they obtain their energy needs mainly from anaerobic metabolic processes

(3) they contain exceptionally high levels of creatine phosphate

(4) they are rich in mitochondria

Answer: (4)

543. The discharge from Golgi tendon organs initiated by excessive stretch of a skeletal muscle produces :-

(1) inhibition of α -motor neurons of antagonistic muscles

(2) inhibition of γ-motor neurons of antagonistic muscles

(3) inhibition of α -motor neurons of the same muscle

(4) stimulation of γ-motor neurons of the same muscle

Answer: (3)

544. Inverse stretch reflex :-

(1) increases the possibility of avulsion of the excessively stretched muscle from its bony attachments

(2) has no reciprocal innervation circuits

(3) is clinically manifested by lengthening reaction

(4) is clinically tested by examining the tendon jerks

Answer: (3)

545. Skeletal muscle tone :-

(1) is a dynamic stretch reflex

(2) has a dynamic state

(3) is increased during rest

(4) is decreased during standing upright

Answer: (2)

546. γ-motor neurons control muscle tone by :-

(1) adjusting the supraspinal facilitatory discharge

(2) adjusting the α -motor neuron discharge

(3) adjusting the muscle spindle discharge

(4) adjusting the activity of interneurons in the reflex arc of muscle tone

Answer: (3)

547. Adequate level of muscle tone is essential for the accurate performance of voluntary movements, because :-

(1) it adjusts the α -motor neuron discharge initiating voluntary movements

(2) it adjusts posture of proximal joints of the acting limbs

(3) it adjusts the upright posture of the whole body during voluntary movements

(4) it adjusts sensitivity of the spindles of the involved muscles

Answer: (2)

548. A tendon jerk :-

(1) is a dynamic stretch reflex

(2) is a static stretch reflex

(3) is evoked by gradually stretching the muscle

(4) is evoked by stimulation of tendon receptors

Answer: (1)

549. The tendon jerk which has its center in the 5th and 6th cervical segments of the spinal cord is:-

(1) the jaw jerk

(2) the deltoid jerk

(3) the biceps jerk

(4) the triceps jerk

Answer: (3)

550. Tendon jerks are clinically examined to asses:-

(1) integrity of muscle spindles

(2) integrity of reflex pathway

(3) the total reflex time of the jerk

(4) central delay time of the jerk

Answer: (2)

551. Absence of a tendon jerk could result from any of the following conditions, except :-

(1) lesions of supraspinal facilitatory centers

(2) lesions of the efferent neurons

(3) lesions of the afferent neurons

(4) lesions of the spinal nerve centers

Answer: (1)

552. Exaggeration of tendon jerks could result from any of the following conditions, except :-

(1) lesions of supraspinal facilitatory centers

(2) lesions of supraspinal inhibitory centers

(3) increased γ-motor neuron discharge

(4) anxiety

Answer: (1)

553. Clonus :-

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872. When an object is moved farther away, we tend to see it as more or less invariant in size. This is due to:
(1) Shape Constancy
(2) Colour Constancy
(3) Size Constancy
(4) Brightness Constancy
(5) None of the above
Answer: (3)

873. Reversible goblet is a favourite demonstration of:
(1) A figure-ground reversal
(2) A focus-margin reversal
(3) A shape-size reversal
(4) A size-contour reversal
(5) None of the above
Answer: (1)

874. A simpler form of stroboscopic motion is :
(1) Psychokinesis
(2) Autokinetic Effect
(3) Phi-Phenomenon
(4) Illusion
(5) Hallucination
Answer: (3)

875. Empiricists (Barkeley, Locke) maintained that we learn our ways of perceiving through :
(1) Eyes
(2) Motivaton
(3) Experiene
(4) Learning
(5) None of the above
Answer: (3)

876. William James characterised the perception of an infant as a :
(1) Blooming buzzing confusion
(2) Haphazard Stimulation of nerve cells
(3) Stimulation of nerve cells in the eyes
(4) Stimulation of rods and cones
(5) None of the above
Answer: (1)

877. Behaviourists have:
(1) No theory of learning
(2) No theory of thinking
(3) No theory of memory
(4) No theory of perception
(5) None of the above
Answer: (4)

878. The process by which the eyes get prepared to see very dimlight is known as:
(1) Light Adaptation
(2) Dark Adaptation
(3) Brightness Adaptation
(4) Colour Adaptation
(5) None of the above
Answer: (2)

879. The partially colour blind people are known as:
(1) Blind
(2) Colour-blind
(3) Achromats
(4) Dichromats
(5) None of the above
Answer: (4)

880. Totally colour blind people are otherwise known as :
(1) Colour-blind
(2) Achromats
(3) Monochromats
(4) Dichromats
(5) None of the above
Answer: (3)

881. The phenomenon of sifting from one picture to another is known as :
(1) Retina Rivalry
(2) Eyes Rivalry
(3) Attention Rivalry
(4) Perception Rivalry
(5) None of the above
Answer: (1)

882. When the lens cannot bulge out to the extent necessary due to muscular defects, the individual suffers from:
(1) Double Vision
(2) Astigmatism
(3) Myopia
(4) Farsightedness
(5) None of the above
Answer: (4)

883. Due to the irregularities in the formation of the lens or the cornea, the object viewed will be partly clear and partly blurred. This occurs when the individual suffers from:
(1) Astigmatism
(2) Colour-blindness
(3) Distraction
(4) Ratinal Disparity
(5) None of the above
Answer: (1)

884. The length of car number has reference to:
(1) Shifting of Attention
(2) Distraction
(3) Span of Attention

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(4) Focus and Margin
(5) Focus of Consciousness
Answer: (3)
885. Sensations of movement from inside our bodies are called:
(1) Proprioception
(2) Perception
(3) Interoception
(4) Sensation
(5) Attention
Answer: (1)
886. Sensation increases by a constant amount each time the stimulus is doubled. This is called:
(1) Lewin-Zeigamik Effect
(2) Lewin-Prentice Effect
(3) Mallinoswki Law
(4) Webber-Fechner Law
(5) None of the above
Answer: (4)
887. The experiments which tell us about the relationship between the intensity of stimulus and the consequent changes in the intensity of sensation are included in :
(1) Psychoanalysis
(2) Gestalt Psychology
(3) Parapsychology
(4) Psychophysics
(5) None of the above
Answer: (4)
888. The study on the Zulu tribes of Africa revealed that the Zulu individuals would be less susceptible to the:
(1) Figure-Ground Phenomenon
(2) Zollner Illusion
(3) Ponzo illusion
(4) Muller-Lyer Illusion
(5) None of the above
Answer: (4)
889. A complete change of vitreous humour occurs approximately once in:
(1) Every four hours
(2) Every three hours
(3) Every two hours
(4) Every one hour
(5) None of the above
Answer: (1)
890. The theory of colour perception which seems to be the most acceptable one today is called the:
(1) Retinex Theory
(2) Perspective Theory
(3) Confusion Theory
(4) Young-Helmholtz Theory
(5) None of the above
Answer: (1)
891. Who developed the 'Retinex Theory" of colour perception?
(1) Thomas Young
(2) Hermann Von Helmholtz
(3) Edward Herring
(4) Edwin Land
(5) None of the above
Answer: (4)
892. Who received Nobel Prize for his research on the mechanisms of the cochlea?
(1) Snyder
(2) Pronko
(3) VonBekesy
(4) Stratton
(5) Turnbull
Answer: (3)
893. The condition of night-blindness is a consequence of:
(1) Rhodopsin deficiency in rods
(2) Defective rods
(3) Defective Cones
(4) Defective Retina
(5) None of the above
Answer: (1)
894. As compared with cones, rods appear to be more sensitive to:
(1) Longer Wavelengths
(2) Any wavelengths
(3) Both shorter and longer wavelengths
(4) Shorter wavelengths
(5) None of the above
Answer: (4)
895. The alteration in the comparative sensitivity of the retinal apparatus which accompanies change in the level of light energy is known as:
(1) Purkinje Effect
(2) Dark Adaptation
(3) Scotopic Vision
(4) Visual Acuity
(5) None of the above
Answer: (1)
896. An increase in sensitivity of retina owing to absence of stimulation in darkness is known as:
(1) Dark Adaptation
(2) Scotopic Vision
(3) Visual Acuity
(4) Photopic Vision
(5) None of the above

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Answer: (1)

897. The decrease in sensitivity of the eye which occurs on account of its stronger stimulation is known as:
(1) Light Adaptation
(2) Photopic Vision
(3) Scotopic Vision
(4) Visual Acuity
(5) None of the above
Answer: (1)

898. In cone adaptation experiment, test field is strictly limited to the:
(1) Cone-free fovea
(2) Cornea
(3) Retina
(4) Rod-free fovea
(5) None of the above
Answer: (4)

899. Reaction to powerful light, primarily by cones, is called:
(1) Photopic Vision
(2) Scotopic Vision
(3) Colourless Vision
(4) Visual Acuity
(5) None of the above
Answer: (1)

900. Visual reaction of the dark adapted eye to very feeble light is called :
(1) Photopic Vision
(2) Scotopic vision
(3) Visual Acuity
(4) Colourless Vision
(5) None of the above
Answer: (2)

901. Visual angle varies inversely with:
(1) Acuity
(2) Light
(3) Brightness
(4) Length of cones
(5) Length of rods
Answer: (1)

902. Ability to discriminate fine differences in visual detail or visual sharpness is otherwise known as:
(1) Photopic Vision
(2) Scotopic Vision
(3) Visual Acuity
(4) Colourless Vision
(5) None of the above
Answer: (3)

903. Intensity multiplied by its duration brings about a constant perceptual effect. Let "I" stands for light intensity and "T" for time or duration, then IXT=C, where "C" is constant perceptual effectiveness. This above principle is called:
(1) Roscoe-Bunsen Law
(2) Hess and Polt Law
(3) Evans Principle
(4) Landis Principle
(5) None of the above
Answer: (1)

904. Cases of yellow-blue colour blindness are:
(1) Maximum
(2) Exceedingly Rare
(3) Mostly found in children
(4) Mostly found in women
(5) Mostly found in men
Answer: (2)

905. "Interest is latent attention and attention is interest in action." This statement deals with the:
(1) Objective determinants of attention
(2) Span of attention
(3) Subjective determinants of attention
(4) Shifting of attention
(5) None of the above
Answer: (3)

906. "It is not a different process; it is just attention to irrelevant stimuli that are not a part of the main assigned task." Then what is it?
(1) Distraction
(2) Shifting of Attention
(3) Span of attention
(4) Involuntary Attention
(5) Voluntary Attention
Answer: (1)

907. Simultaneous focussing on two separate activities is otherwise known as:
(1) Span of attention
(2) Shifting of attention
(3) Division of attention
(4) Distraction
(5) None of the above
Answer: (3)

908. When familiar large objects look smaller than they are known to be, they are regarded as

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1182. The fundamental purpose for the existence of any organization is described by its

(1) policies

(2) mission

(3) procedures

(4) strategy

Answer: (2)

1183. The fundamental purpose of an organization's mission statement is to

(1) create a good human relations climate in the organization

(2) define the organization's purpose in society

(3) define the operational structure of the organization

(4) generate good public relations for the organization

Answer: (2)

1184. The acronym SWOT stands for

(1) Special Weapons for Operations Timeliness

(2) Services, Worldwide Optimization, and Transport

(3) Strengths Worldwide Overcome Threats

(4) Strengths, Weaknesses, Opportunities, and Threats

Answer: (4)

1185. Which of the following is not a characteristic of strategic management that makes it different from other types of management?

(1) It is interdisciplinary.

(2) It has an external focus.

(3) It has an internal focus.

(4) It concerns the present direction of the organization.

Answer: (4)

1186. Which of the following is an issue considered in developing corporate strategies?

(1) What business(es) are we in?

(2) What direction are we going?

(3) What resources do we have to implement our strategies?

(4) What businesses are we in and what to do with those businesses?

Answer: (3)

1187. Which of the following is NOT a major element of the strategic management process?

(1) Formulating strategy

(2) Implementing strategy

(3) Evaluating strategy

(3) Assigning administrative tasks

Answer: (4)

1188. Competitive advantage can best be described as:

(1) increased efficiency.

(2) what sets an organization apart.

(3) a strength of the organization.

(4) intangible resources.

Answer: (1)

1189. _____ is the foundation of blue ocean strategy.

(1) Innovation

(2) Value creation

(3) Value innovation

(4) value cost trade-off

Answer: (3)

1190. The various organizational routines and processes that determine how efficiently and effectively the organization transforms its inputs into outputs are called:

(1) strengths.

(2) core competencies.

(3) capabilities.

(4) customer value.

Answer: (2)

1191. When defining strategic management the most important thing to remember is that it is:

(1) Not as easy as you think

(2) Mainly the province of senior managers

(3) A living evolving process

(4) More conceptual than practical

(5) A way of determining responsibilities

Answer: (3)

1192. An organisation's strategy:

(1) remains set in place longer than the mission and objectives

(2) generally forms over a period of time as events unfold

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(3) tends to be formed at the same time the mission is developed and objectives are formulated

(4) is usually conceived at a single time when managers sit down and work out a comprehensive strategic plan for the next 3-5 years

Answer: (2)

1193. The primary focus of strategic management is:

(1) strategic analysis

(2) the total organisation

(3) strategy formulation

(4) strategy implementation.

Answer: (2)

1194. Which of the following is not an advantage of strategic management?

(1) It provides organisations with a clearer sense of direction and purpose

(2) It helps improve the political, economic, social and technological environment of the organisation

(3) It helps orientate management decisions to relevant environmental conditions

(4) It helps organisations be proactive rather than reactive

Answer: (2)

1195. Which of the following defines what business or businesses the firm is in or should be in?

(1) Business strategy

(2) Corporate strategy

(3) Functional strategy

(4) National strategy

Answer: (2)

1196. Which of the following defines how each individual business unit will attempt to achieve its mission?

(1) Business strategy

(2) Corporate strategy

(3) Functional strategy

(4) National strategy

Answer: (1)

1197. Which of the following focuses on supporting the corporate and business strategies?

(1) Competitive strategy

(2) Corporate strategy

(3) Operational strategy

(4) National strategy

(5) Mission strategy

Answer: (3)

1198. Which one of the following is not a primary task of strategic managers?

(1) Establishing strategic objectives

(2) Developing the steps to follow in implementing operational level plans

(3) Defining the business and developing a mission

(4) Developing a strategy

(5) Implementing and evaluating the chosen strategy

Answer: (2)

1198. The task of strategy choice involves:

(1) developing plans and activities which will improve the organisation's performance and competitive position

(2) determining how the organisation can be more market and efficiency oriented

(3) monitoring whether the organisation is achieving good financial performance

(4) keeping the organisation free of debt

Answer: (1)

1199. Which one of the following is at the core of strategic management?

(1) Choosing which organisational objectives to focus on

(2) Being alert for opportunities to change work responsibilities

(3) Adapting the organisation to a changing external environment

(4) Choosing whether to make decisions autocratically or on the basis of participation

Answer: (3)

1200. The corporate level is where top management directs:

(1) all employees for orientation

(2) its efforts to stabilize recruitment needs

(3) overall strategy for the entire organization

(4) overall sales projections

Answer: (3)

1201. The three organizational levels are:

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(1) corporate level, business level, functional level

(2) corporate level, business unit level, functional level

(3) corporate strategy level, business unit level, functional level

(4) corporate strategy level, business level, specialist level

Answer: (1)

1203. Which of the following is an example of competing on quick response?

(1) a firm produces its product with less raw material waste than its competitors

(2) a firm offers more reliable products than its competitors

(3) a firm's products are introduced into the market faster than its competitors'

(4) a firm's research and development department generates many ideas for new products

Answer: (3)

1204. Which one of the following is NOT included in the Porter's Five Forces model:

(1) Potential development of substitute products

(2) Bargaining power of suppliers

(3) Rivalry among stockholders

(4) Rivalry among competing firms

Answer: (3)

1205. What is meant by the term 'Stakeholder'?

(1) A person who is not related with a business.

(2) A person who is related with a business.

(3) A person who owns a business.

(4) A person who purchases the shares of a business.

Answer: (2)

1206. Of the following, which one would NOT be considered one of the components of a mission statement?

(1) The target market for XYZ is oil and gas producers as well as producers of chemicals.

(2) XYZ shall hire only those individuals who have with sufficient educational levels so as to be of benefit to our customers

(3) The customers of XYZ shall include global and local consumers of gas and oil products and domestic users of nontoxic chemicals

(4) The technologies utilized by XYZ shall focus upon development of alternative sources of gas and oil so as to remain competitive within the industry

Answer: (2)

1207. The strategic management process is

(1) a set of activities that will assure a temporary advantage and average returns for the firm.

(2) a decision-making activity concerned with a firm's internal resources, capabilities, and competencies, independent of the conditions in its external environment.

(3) a process directed by top-management with input from other stakeholders that seeks to achieve above-average returns for investors through effective use of the organization's resources.

(4) the full set of commitments, decisions, and actions required for the firm to achieve above-average returns and strategic competitiveness..

Answer: (4)

1208. The goal of the organization's_____ is to capture the hearts and minds of employees, challenge them, and evoke their emotions and dreams.

(1) vision

(2) mission

(3) culture

(4) strategy

Answer: (1)

1209. A firm's mission

(S) is a statement of a firm's business in which it intends to compete and the customers which it intends to serve.

(2) is an internally-focused affirmation of the organization's financial, social, and ethical goals.

(3) is mainly intended to emotionally inspire employees and other stakeholders.

(4) is developed by a firm before the firm develops its vision.

Answer: (1)

1210. The environmental segments that comprise the general environment typically will NOT include

(1) demographic factors.

(2) sociocultural factors.

(3) substitute products or services.

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